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Le document présente le programme de formation personnelle et sociale. C'est un programme obligatoire pour tous les élèves du secondaire au Québec auquel doit être consacrée une période par semaine. Le document comprend quatre parties. La première présente les orientations générales du programme: on y indique les fondements principaux du programme et ses principales composantes; on précise aussi l'approche pédagogique à suivre et on formule les buts et objectifs généraux du programme. La seconde partie présente la structure, le contenu et les objectifs plus spécifiques du programme; on y traite de l'organisation du programme en soi, et on y indique l'ordre dans lequel les objectifs doivent être enseignés. La troisième partie présente les cinq grandes sections du programme: l'éducation sanitaire, l'éducation sexuelle, les relations interpersonnelles, l'éducation du consommateur et la vie en société; des objectifs spécifiques sont donnés pour chaque section. La quatrième partie indique brièvement les principes à suivre pour l'évaluation de ce qui a été enseigné dans le programme.

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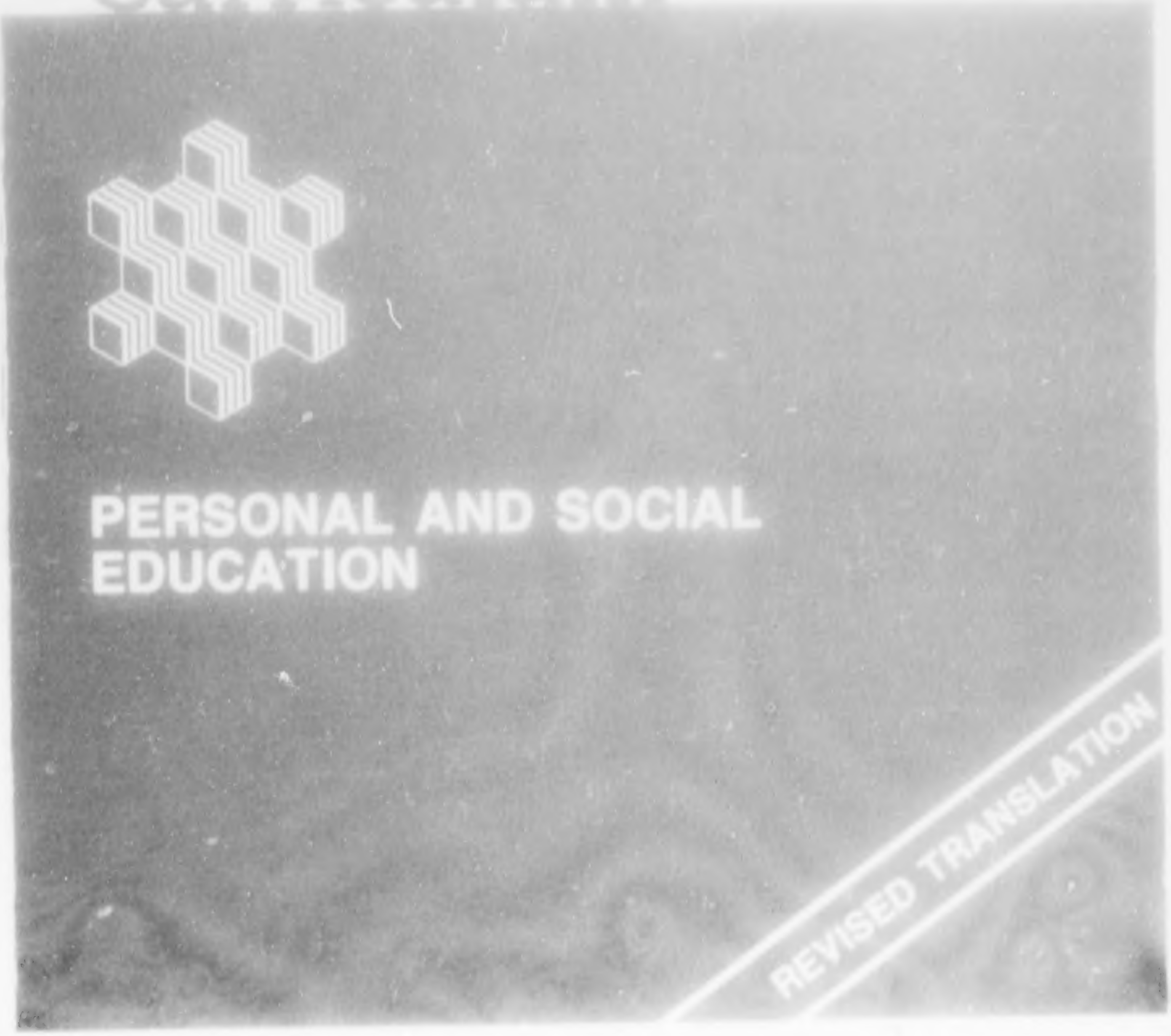

PERSONAL AND SOCIAL EDUCATION

REVISED TRANSLATION

Québec

EDUQ
8970090

Secondary School Curriculum

PERSONAL AND SOCIAL EDUCATION

Direction générale des programmes
Direction de la formation générale

Approved by the Comité catholique and
the Comité protestant of the Conseil supérieur
de l'éducation on June 6, 7, 17 and August 26, 1983.

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I am pleased to confirm that the program in Personal and Social Education for Secondary Schools, *issued in conformity with Section 3 of the* Regulation Respecting the Basis of Secondary School Organization, *has received the approval of the* Confessional Committees of the Conseil supérieur de l'éducation, *and constitutes a course which I authorize for use in all schools beginning July 1, 1986.*

Yves Bérubé

Yves Bérubé
Minister of Education

Education in Québec has as its goal the development of the whole person. The concept of the whole person encompasses physical, intellectual, and emotional aspects, has a social component, and includes ethics and frequently religion.

By creating a learning environment in which all of these factors are in balance, education in Québec encourages the development of the creative personality.

Education in Québec aims to ensure the development of a person who aspires to autonomy, freedom and happiness, who needs to love and to be loved, and who is open to transcendental values.

Education in Québec is based on the concept of the individual as a social being in close relation with a community and with groups that share a common history and a particular culture.[1]

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[1] The principles expressed above are based on the ministère de l'Éducation du Québec document **The Schools of Québec - Policy Statement and Plan of Action** (Éditeur officiel du Québec, 1979), p. 26.

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INTRODUCTION

INTRODUCTION

0.1 Key Issues

0.1.1 SCHOOL AND SOCIETY - A CONTINUOUS INTERACTION

Many people see the school as an institution whose purpose is to answer the needs of today's society. Others consider that its role is to develop individuals capable of adapting to a future that will differ greatly from the present.

Society is in evolution and the school must constantly rethink, modify and improve its activities to provide a coherent answer to the needs of individuals and of the community. This argument supposes that the school, while being dependent on society, contributes to its evolution by providing the individual with an appropriate education.

As a result, the school, while pursuing practical goals related to the real needs of manpower training, is developing beyond the criteria of knowledge and performance to include broader educational aims related to attitudes toward life.

Scientific progress and technological developments have brought about considerable changes in the human environment. This evolution has had a direct impact on people's life styles, particularly on their health, sexuality, interpersonal relationships, habits of consumption, and life in society. More than ever before, the individual needs an adequate education in order to be personally and socially well-adjusted.

For this reason, a school that is too centred on instruction, and that does not help young people base their behaviour on a sound knowledge of reality and adequate guiding principles, fails to answer present needs. This is also the reason for the increasingly specific and persistent expectation that the school emphasize the development of autonomous, responsible, creative individuals capable of living in a harmonious and self-actualizing relationship with their society.

0.1.2 PRESENT SITUATION

A glance at the present situation in each of the areas of life mentioned earlier confirms the need for a genuine education of the person. This education should foster the fullest development of the individual within a society in constant evolution, and encourage the individual's responsible, creative participation in this evolution.

In the field of health, research programs and reports on the physical health of Quebecers (heart disease, malnutrition, stress, and so on) show the need for better education of the population. Information and awareness campaigns have already been launched. The various media promote healthy attitudes toward diet, physical exercise, and the preservation of life. One conclusion seems inescapable: health education must begin at an early age.

Scientific research and cultural evolution have had a tremendous impact on sexuality. Today, sexuality has a social, psychological, affective, and moral significance as well as an anatomical and physiological dimension. This new perspective has led to an evolution in behaviour, particularly with regard to sex roles, sexual orientation, sexual relationships (which are increasingly precocious), and birth control.

At the same time, the marketing of sex has assumed alarming proportions; people are constantly exposed to a plethora of pornographic magazines, films, sex gadgets, and subliminal advertising.

Sexually transmitted diseases and unwanted pregnancy are on the increase in spite of all the available information on infectious diseases and birth control. It appears that information alone does not change attitudes regarding sexuality.

The result of these developments is that people question their values, feel insecure, and have difficulty deciding about the nature of their own sexuality. There is a need for society to offer the individual sex education that provides opportunities for reflection and maturation. It must also provide an opportunity for people to come to terms with their sexuality: to consider it from the perspective of their personal well-being and the quality of their private and social life and incorporate it into their personality.

Interpersonal relationships include relationships between two people but are not limited to them. They can be experienced within a group and even within a community. Nowadays, it is more and more difficult to experience satisfying relationships. The many types of therapy now available, either as cures or as preventive measures, testify to this. Social dynamics involve both conflicts and concessions. Such situations call for an education that enables individuals to respect the personal values of others, even if these differ from their own, and helps them function as part of a group or community.

Consumer education must deal with the fact that the media are constantly attempting to promote new consumer "needs." Messages on the radio, on television, in the street, and in the mail constantly invite people to consume a variety of products supposedly essential to their happiness, available whether or not they have the money to pay for them.

This barrage of advertising has unfortunately led people to consider all too many of these goods essential. The government, l'Office de la protection du consommateur, the Automobile Protection Association, and various cooperatives are trying to make consumers aware of the personal and social consequences of bad consumer choices and the economic stakes which too often lie behind "canned happiness." One has only to look at the artificial, short-lived happiness that advertisements promise to children, to say nothing of the values promoted by their vast displays of products, to realize that the school has a role to play in developing children's awareness and critical attitudes toward this alienating phenomenon.

As for life in society, people today must function within a social framework made up of increasingly complex groups, structures and institutions. Individuals need to understand the reality around them if they want to be active participants in society, but understanding is made more difficult by the rapid evolution and complexity of the social organization. They have more difficulty finding ways of expressing their social consciousness and assuming their responsibilities as citizens. It is essential that they possess a good knowledge of the principles that govern a genuinely democratic society, and become aware of the rights and responsibilities of every person.

0.1.3 DESIRED SITUATION

Many people have expressed a desire to see the schools prepare young people for life in society and for the realities of life that they will have to deal with, such as health, sexuality, interpersonal relationships, consumption, and life in society. These pressures on the schools originate with organizations, ministries, and groups that are concerned with the education of young people and are already working in this field. Among these are school boards, the Federations of Parents' Committees, the Office of the Director of Youth Protection, the Office de la protection du consommateur, the ministère de la Justice, the ministère des Affaires sociales through the D.S.C. and the C.S.S., the Régie de l'assurance automobile du Québec, the Red Cross, St. John Ambulance, the Direction de la protection des incendies, the Canadian Civil Liberties Union, the Council on the Status of Women, the Comité catholique du Conseil supérieur de l'éducation, the

Centrale des enseignants du Québec, the Fédération du Québec pour le planning des naissances, the different police forces, Health and Welfare Canada, the ministère de l'Environnement, and universities. All agree that young people need better preparation to cope with today's world. This is one of the school's responsibilities.

The ministère de l'Éducation du Québec has therefore decided to add to the existing curriculum a field of study that will meet this need. This program is viewed as a major means of educating students to deal with the human and social questions that are their daily concerns.

0.2 History of the Personal and Social Education Program

For at least fifteen years, the school curriculum has included hygiene, family education, civics, and economics. These subjects, however, were not considered to be as relevant to the quality of life as they are today. They constituted at most a code to live by, rather than a genuine preparation for life. It became necessary to redefine them as a way of helping the individual develop as a person and as a member of society.

In 1972, the ministère de l'Éducation grouped these subjects with sex education in an experimental Personal and Social Development program for the use of school boards. Comments by the users of the program indicated that it presented difficulties of interpretation on both the pedagogical and the philosophical level.

These considerations led to the preparation of a second version of the program in 1975. It was accompanied by a guide identifying the elements to be used in the development of a Sex Education program (1976) and a document published by the Comité catholique du Conseil supérieur de l'éducation concerning sex education in Québec schools. Because of the suggested pedagogical approach and the lack of specific content, this experimental program also presented difficulties in its implementation. This new version, however, permitted a better understanding of the philosophy of the ministère de l'Éducation du Québec.

In 1978, the ministère de l'Éducation, in collaboration with teachers, presented a new version of the Personal and Social Development program in order to try to reduce the difficulties experienced earlier.

The two objectives of the program were:

- to lead young people to recognize life as a value and to commit themselves personally to promote it within themselves and in their surroundings.
- to develop, in the areas of life concerned, the capacity of young people to make responsible choices based on the respect for life.

The main objective was therefore to develop in young people a sense of freedom tempered by responsibility and guided by a respect for life.

The use of this program on a trial basis by some school boards made it possible to evaluate the program for relevance, applicability, and effectiveness.

For the majority of the teachers who tried it out, the 1978 program proved difficult to apply because the pedagogical material was not very practical, the learning approach was difficult to use (emphasis on awareness of life and exploration of topics), and the related content could not easily be adapted to the program. The teachers also stressed that learning was difficult to measure and evaluate because the objectives were too philosophical.

The program seemed to encourage students to focus on themselves and to improve their personal well-being. Nothing led to the conclusion that this program had developed the students' ability to make responsible choices influenced by a respect for life. It is true, however, that the short trial period did not permit longitudinal observations.

The experimental use of the 1978 Personal and Social Development program revealed the main weaknesses of the program. These included a weakness in the basic theoretical foundations, a failure to accord the proper importance to the developmental stages of the child (the same teaching approach was used for children from 6 to 16 years of age), the emphasis placed on the conceptual content, and the lack of integration of the various aspects of the program (absence of links among general objectives, processes, and areas of study, and between the objectives and the related content).

The information gathered when the 1978 program was tried out proved very useful in the development of the new version of the Personal and Social Development program. In addition, consultation with the milieu and with specialists and resource persons in the field succeeded in clarifying the needs and preferences of users of the program.

Along with these consultations, a survey conducted among the school boards[2] clarified the issues related to sex education in the schools. An analysis of the locally prepared Sex Education programs revealed the main objectives and themes chosen by 50 school boards in Québec.

Finally, an inventory of all documents in the field of Personal and Social Development as well as in related fields such as social studies, an analysis of Canadian programs and of certain American and European programs, a synthesis of the directions in which educational research was moving (the A.E.R.A.) and a consultation within the milieu (Federation of Parents' Committees in Québec, Federation of School Boards, and other organizations) led to the establishment of the guiding principles for the 1984 version of this program.

0.3 Relationship Between This Program and the Earlier Experimental Program

The new program is not an outright rejection of the elements of the earlier program. Rogers' theory on affectivity, the basis of the 1978 experimental program, serves as the background for certain aspects of the program (content meaningful for the student, objectives linked to freedom of expression, to the expression of feelings in interaction, and so on). Nevertheless, because it offers little information on the process and the different stages of individual development, a theory of affectivity cannot be the only basis for a developmental program.

This new program takes into consideration both Rogers' theory on affectivity and the main theories of development, particularly those of Piaget, Erikson and Neilsen, making it possible to structure a Personal and Social Education program adapted to the psychological, cognitive, and psycho-social characteristics of the different age groups for which it is intended, an approach which was lacking in the former version.

The 1978 program was divided into five sections, corresponding to five areas of life: health, sexuality, economics, civics, and family. The new program covers the same areas. The importance given to the content and the students' stages of development have led to the broadening of certain fields of study. In addition, aspects of safety have been added to the health section. The section on economics is integrated into Consumer Education. Civics is covered in a broader way and integrated into Life in Society. Finally, the study of the family is found in the Interpersonal Relationships section and the Life in Society section.

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[2] Québec. Ministère de l'Éducation. **Situation actuelle et situation désirée en regard de l'éducation sexuelle** (Information Document). Québec: Ministère de l'Education, 1980.

0.4 Relationship Between the Personal and Social Education Program and Other Programs

The Personal and Social Education program, like all other programs, aims at achieving the objectives of school education. It is one of the educational activities that, by different paths and different means, help the students become more autonomous and better adapted to the conditions of their physical and human environment.

This program, however, offers a particular contribution to the educational plan. This special contribution complements all the school subjects. While school subjects often deal with the physical world and endeavour to ensure that the students can deal with this phase of their environment, the Personal and Social Education program considers the human and individual aspects of the students. Its aim is to have them also study questions related to the human condition and therefore to their own situation as human beings. It encourages them to affirm their identity, develop their personality, protect their personal integrity, establish significant ties with others, and organize their lives adequately.

The program also complements closely related subjects in another way. Like physical education, the arts, languages, religious and moral education, and social studies, the Personal and Social Education program focuses on the human aspects and its aim is the development of this aspect in the students. It differs from them, however, in that it focuses almost exclusively on the students' personal, everyday experiences: who they are, what they feel, and how they act. Its goal is simply the study of people, their present and future needs as human beings and members of society, and the actions they take to answer their needs.

The Personal and Social Education program is closely linked to the Moral Education program.* Both programs aim at forming autonomous individuals who will behave in a responsible and rational manner. Both programs refer to the values underlying attitudes and behaviour.

Nevertheless, these two programs remain distinct in their content as well as in the methods of attaining their objectives.

The content of the Personal and Social Education program is centred on the study of everyday realities such as health, consumer awareness, sexuality, interpersonal relationships, and life in society. It is intended to inform young people about various aspects of these subjects, to lead them to question themselves on their attitudes and behaviour, and to introduce them to thinking about moral issues, a process that will be continued in the Moral Education program. The Moral Education program does not include the study of these everyday realities as an objective. These realities, however, like many others, can help develop moral judgment. The Moral Education program objectives deal with its specific area of knowledge: values, moral qualities, and moral judgment.

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* When reference is made to the Moral Education program, the moral dimension of the Religious Education program is included.

Both programs, however, aim at studying the realities of human life: one is centred on the study of these realities, emphasizing their moral dimension when relevant, while the other is focused on the long-term development of moral judgment and moral qualities.

The two programs differ in their teaching approaches. The Personal and Social Education program deals particularly with information, prevention, and the analysis of consequences, as well as changes to be made in behaviour. The Moral Education program deals with the development, encouragement, and integration into real life of principles which form the basis of free and responsible action.

Although the Personal and Social Education program has characteristics of its own, it must not be isolated from the subjects with which it is closely related. Care must be taken that each of these subjects provides enrichment to the others. It is clear, for example, that knowledge of the past and the great lessons to be learned from it will be conducive to the students' better understanding of their personal situation and that of their community.

The Personal and Social Education program, like other programs, is closely related to Student Services and the role they play in attaining the objectives of school education, which consists mainly in providing assistance and support to students in their learning at school and in their personal and social development. The Personal and Social Education program, however, is particularly related to Student Services because of its content, which, compared with that of other programs, places greater emphasis on students' attitudes.

The Personal and Social Education program requires close cooperation with these services, cooperation which should take the form of continuous action on the part of specialists working in the field of psychology, health, and social services. As the teacher acts as a resource person able to guide the activities of the specialists, the specialists should support and complete, through their respective activities, the development of the students' attitudes in the various areas of life treated in the program.

0.5 Relationship Between the Elementary School and Secondary School Personal and Social Education Programs

To avoid both useless repetition and too great a discrepancy between the elementary and secondary school programs, and to assure continuity in the students' education, the two programs have been developed on the basis of a common study of the five main subjects covered in the two programs, using an identical structure.

Starting from the orientation and structures that the programs have in common, the content and objectives have been distributed over the four cycles covered by the two programs so that the students cover topics that are pertinent and adapted to their level of development, and progress n a normal manner. For example, the students study their body as a sexual entity in the first cycle of elementary school while they are studying human anatomy, and complete this study in secondary school by studying the physiology of the sexual organs.

Students study the same topics throughout elementary school and secondary school, always broadening and deepening their knowledge and learning to relate this knowledge more and more to the problems they face in life.

The two programs are, in short, one and the same, and are published as two separate documents simply for the teacher's convenience.

0.6 Target Population

The Personal and Social Education program is compulsory. It is intended for all adolescents registered in a Québec secondary school. This course will be scheduled for one period per week, whether the students attend a public or private institution, and whether the school is designated as Catholic, Protestant, or other.

0.7 Content

This document consists of four parts. The first part gives the general orientations of the Personal and Social Education program. The second part indicates the structure, the content and the objectives. The third part presents the five sections: Health Education, Sex Education, Interpersonal Relationships, Consumer Education, and Life in Society. The fourth part deals with educational evaluation.

The general orientations indicate the main foundations of the program, and present the components of the area of study as well as the instructional approach. The general orientations lead to the formulation of the global objectives and aims of the Personal and Social Education program.

The part of the program that presents the structure, content, and objectives of the program deals with the organization of the program per se, the order in which the objectives are to be taught, and development of the objectives related to each section.

The part in which the five sections are presented expands upon each of the areas of knowledge and formulates the objectives specific to each section.

The part on evaluation indicates briefly the guidelines to be followed in evaluating what has been learned in the program.

PART ONE

GENERAL ORIENTATIONS

1.1 Foundations of the Personal and Social Education Program

The proposals formulated in this part constitute the basis of the program; they establish the major principles that govern the Personal and Social Education program for secondary school.

These principles relate directly to the students, their needs, and their ways of growing and developing, taking as a starting point society's expectations concerning education in Québec, the aims of Québec education, and the values on which it is based.

Needs of Adolescents

To develop and reach adulthood, adolescents must satisfy certain affective, intellectual, psychological, physical, social, and moral needs. This is why they should be allowed to fully live this period of their development and to meet the basic needs specific to their age group.

Adolescence, like childhood and adulthood, has specific characteristics. It differs from childhood in its ambivalence. Adolescents are unformed, undecided: they are searching for an identity. To understand themselves, they must distance themselves from their family and society. Adolescence is the period in which the young person questions the adult world, and particularly the values it promotes. Adolescents question the system and try to win over those close to them to their view of reality. They refuse to accept established rules automatically, and often feel isolated and misunderstood; sometimes they stop participating in community life. And yet they have a social role to fulfill, be it in their family, community, or school. They will fulfill it if they are heard, helped in their quest, and made aware of their rights and responsibilities as members of the community.

Adolescents are searching for an identity. They try to define themselves, and often their idols represent a simplistic model of an ideal adult. In addition to their idols, there is a deluge of publicity displaying a variety of ways of behaving. Faced with all these possibilities, life styles, and dreams, adolescents need guidance in order to identify their basic needs, to become aware of the impact that different types of consumption will have on their lives, and to adopt a rational attitude in this respect.

Like all human beings, adolescents need love, friendship, and rewarding human relationships in which they can share their experiences and benefit from those of others. Life in a comprehensive school often encourages anonymity and generates a feeling of profound solitude in the students, in spite of the fact that they meet many people every day. For adolescents, the peer group is a place of refuge, communication, belonging, and support. Nevertheless, they sometimes feel rejected by this group and they may find themselves in situations of conflict that can put an end to their relationships with one or more of their peers without their being aware of the reasons. Consequently, it is important that adolescents understand what constitutes a genuine human relationship. To experience rewarding human relationships, adolescents need to be aware of their desires, needs, and values, in order to remain honest in their relationships and be able to establish satisfying, genuine interpersonal relationships both as teenagers and later as adults.

Adolescents undergo major physical and physiological changes. The rapid and sporadic growth of their bodies and the appearance of new physical characteristics make them insecure because they do not know what is happening to them or what will become of them. These changes modify their life styles. Their bodies need more food and exercise as well as better hygiene. Young people need to understand the nature and consequences of these changes in order to accept themselves and adopt attitudes that will promote healthy development.

During and especially after puberty, young people become fully aware of the real implications of being male or female. Sexual awakening, a characteristic of this period, brings with it a receptiveness to members of the oposite sex and a desire to be closer to them. It is the time for first intimacies, flirting, and the first expressions of sexuality. The notion of sex conveyed by the media is often unrealistic and gives a false impression of what men and women are. To develop and express their sexuality in a healthy way, adolescents need to understand themselves as sexual beings, and also to understand the similarities and differences in members of the opposite sex so as to be able to establish a harmonious and rewarding relationship with another person.

In short, adolescents are whole human beings who need to love, to be loved, to experience rewarding relationships, and to be recognized by the community. For this, they must live in a physical and human environment that fosters their full development.

Ways of Growing and Developing

. Self-actualization is the result of a constant, necessary confrontation between the person in the process of self-actualization and the environment, which presents goals, standards, norms, and restrictions.

. The tendency of the self to seek its own identity and personal vocation parallels its tendency to live a life in society. It opposes and asserts itself at the same time, just as it consents to involvement in a social reality without renouncing its values or independence.

Throughout life, people are constantly in touch with their inner world (emotions, feelings, thoughts) and their outer world (physical and human). Because they are social beings, people endeavour to establish harmony between their inner and outer worlds; this harmony is essential to their self-actualization. Health, sexuality, interpersonal relationships, consumption, and life in society are areas of human life that underlie the concrete relationships of people with themselves and their surroundings. In these areas they learn to adapt to the reality of everyday life. This adaptation will continue throughout the course of their life's experiences through reflection, questioning, and continuous adjustment of personal reality to social reality.

Society's Expectations

Among society's main expectations regarding the education of young people, some of the most important involve preventing various social afflictions that could hinder their development, such as drug and alcohol use, smoking, accidents, venereal diseases, legal problems, interpersonal and social conflicts, overconsumption, and sexual exploitation. Young people must be warned against such dangers as soon as they are capable of understanding these social realities.

To fulfill themselves on the personal and social level, to protect their personal integrity, and to lead rewarding social lives, young people must be aware of what living entails, including its challenges. Ignorance cannot be expected to foster responsibility and freedom. For that the students must be knowledgeable. In order to maintain good health, avoid accidents, communicate with others, answer their own genuine needs and those of others, and have a rewarding sex life, they must know, for example, about factors promoting good health, road safety and other safety measures, ways of communicating, the nature of their real needs, and the various aspects of human sexuality. Society expects the school to provide students with the information they need to make decisions, so that they can develop into autonomous, responsible adults.

Society also expects education to encourage young people's social development, critical sense, and creativity in order for them to contribute actively to the development of their social environment, in particular to promote better living conditions for their community. Society also expects education to develop young people's capacity to bring their personal expectations, rights, and responsibilities into harmony with those of society so that they may become free, autonomous, responsible people who can function successfully in their personal life and in society.

Aims of Education

. "Education in Québec aims at developing the personality in all its dimensions: physical, intellectual, emotional. It has a social dimension..."[3]

The everyday realities of health, sexuality, interpersonal relationships, consumption, and life in society call on the physical, intellectual, emotional, moral, social, and religious dimensions of the person. Through these realities of life, people express themselves as individuals and members of society; to experience them fully, people require an adequate education.

. The task of every educational institution is to transmit knowledge while at the same time promoting the acquisition of good habits and attitudes.

The simple transmission of information does not always have the expected impact on the students' attitudes and behaviour. Information campaigns on eating habits, road safety, and smoking do not always yield the desired results. Having a real impact means that the information becomes meaningful to the students: the information must be adapted to their level of development and to the situations they encounter. Students must also be made aware of the causes and consequences of phenomena and actions. If the information is not brought alive for the students and made meaningful and relevant, it will not have the desired effect.

If students are to become free individuals and responsible citizens, education must go beyond information and develop their capacity for analysing the situations they experience and the various kinds of information they receive. A person becomes an adult only by mastering the tools of his/her culture and becoming able to judge real-life situations, to take all the facts into consideration before acting, and to form an overall view of the situation.

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[3] Québec, ministère de l'Éducation, **The Schools of Québec, Policy Statement and Plan of Action** (Québec: Ministère de l'Education, 1979), p. 26.

For example, young people who have to choose among various styles of consumption and eating habits, to experience and express their sexuality, and to fulfill their role as citizens will do so more easily if they have previously examined these questions critically and are well-informed about the personal, moral, and social implications they entail.

Values Promoted by Education

. The search for a philosophy of life is meaningful only if at the same time there is a search for genuine values.

How can people arrive at an understanding of life without developing the skills to enable them to know if the reality they perceive is good for them and good for others? How can they adopt attitudes, ideas, and actions if they do not know whether the ideas are correct and the behaviour is acceptable? How can they live with others and participate fully in common projects if they do not have the conviction of sharing the same ideals and objectives?

It is essential for people to build for themselves a system of values that will guide them throughout their lives. Hence, a Personal and Social Education program must propose certain values. The values that are presented in this program are values generally accepted by Québec society. It is suggested that students' reflections be guided by such values as justice, self-respect, love, sincerity, responsibility, freedom, respect for others and their ideas, quest for truth, critical judgment, respect for life, sense of belonging to the community, democracy, team spirit, interiority, and selflessness.

These values are taken from **The Schools of Québec**; they are tried and true values that represent the essence of Québec's educational plan. They serve as guidelines applicable to the various groups within Québec society and they offer a promise that our youth and our society will flourish.

CONCLUSION

In developing the Personal and Social Education program, the ministère de l'Éducation chose an approach based on close and constant interaction between the school and the community. To introduce the students to questions that individuals, families, institutions, and social groups deal with each day, the school must be aware of the needs, expectations, and options of the community.

In both design and implementation, the program accords an important place to the community's perception of itself and its vocation as a society, and to the directions the community wishes education of young people to take.

The program endeavours to answer the needs of society by dealing with five important aspects of young people's development. Consideration has been given to the needs of the various milieus by including the content most frequently found in the existing local programs. Local orientations were respected through consultations with parents, school boards, and various organizations involved.

For adolescents, the Personal and Social Education program should be a response to their developmental needs. This program is oriented toward the development of individuals who can act autonomously, responsibly, and creatively in the following areas of life: health, sexuality, interpersonal relationships, consumption, and life in society. This program, through its objectives related to information and the development of judgment, will enable the students to make sound, enlightened judgments about the realities which concern them, thereby leading them to adopt, in real situations, attitudes and behaviour that will foster their personal and social development.

This program is essentially a lengthy reflection on personal and collective reality, a process of clarifying the concepts related to the different areas of life being studied, of searching for information, of investigating, of discussing, of trying to find a personal standpoint for dealing with everyday problems.

It is also an instrument to help the students think about life and prepare for it. It is hoped that through the years, continuous reflection on life's realities and confrontation between their ideas and those of their peers and family will enable the students to reach a clear and coherent perception of the various realities that concern them.

1.2 Instructional Approach

The proposals presented in the Personal and Social Education program constitute the foundation of this program. In order to be consistent with the main orientations of the program, the instructional approach should be based on this foundation and on certain educational principles related to the learning process.

. The individual forms a whole; if the whole person is involved, learning and development will be fostered.

. Through learning, people evolve and change, and their vision of the world and of reality is also transformed.

. Adolescents' questions and experiences play a major role in the educator's teaching approach.

. Each individual has not only his/her rate of learning but also a personal learning style.

. Errors are an integral part of learning and a source of information for subsequent learning. To learn, one must have the opportunity to explore new situations and ideas without fear of being penalized for making mistakes.

. Self-actualization depends more on a deep inherent satisfaction in learning than on external approval.

The instructional approach in this program takes into consideration adolescents' needs and the way they learn. When working toward the attainment of each terminal objective, adolescents will be asked to think, to ponder their own experiences, to express their feelings (fears, wishes, happiness) concerning a situation they are actually experiencing that is related to one of the following areas of life: health, sexuality, interpersonal relationships, consumption, and life in society. Since adolescents' development occurs in constant interaction with their environment, they will be called upon throughout the program to bring their feelings, ideas, behaviour and attitudes into confrontation with their "human environment." Their parents, peers, and educators will serve as resource persons, reassuring and encouraging them in their progress, providing information, causing them to review their positions and adapt them to their own nature and to their surroundings.

The instructional approach takes into consideration the relationships between school and society as well as the aims of education. Throughout the program, the student will be asked to find out about various social realities, to develop their critical sense in relation to these realities, and to develop their creativity in looking for solutions to improve community life. The approach is intended to be non-directive in the sense that it encourages the students to become increasingly responsible and autonomous in both their thinking and their actions.

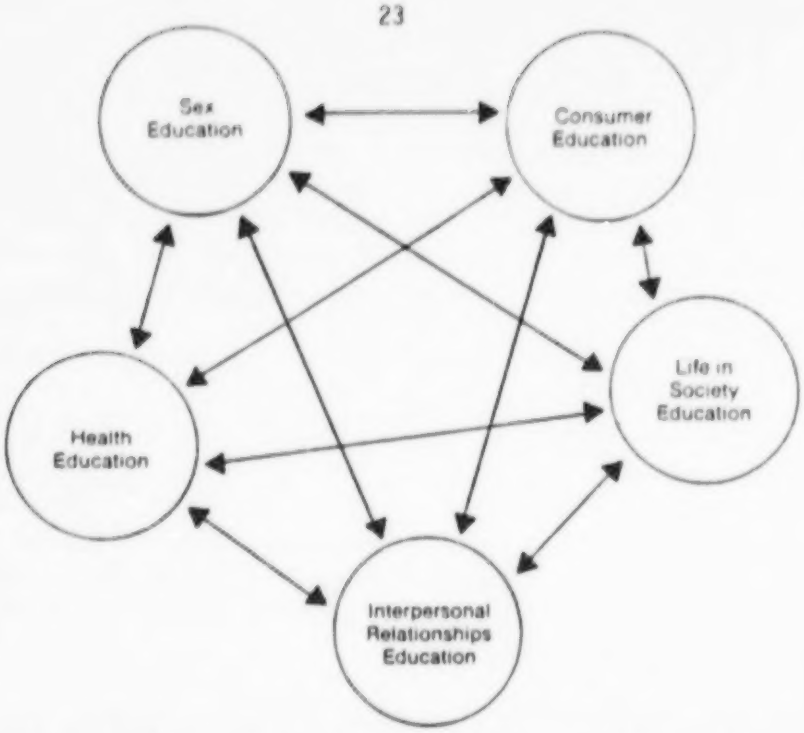
Because in this program the individual is regarded as a whole whose various aspects interact and influence one another, the instructional approach must deal with the whole person. As the five sections of the program correspond to human aspects which are interrelated in one way or another in real life, it is obvious that any genuine preparation for life must not separate them. Consequently, in this program they are first identified as particular components of the experience of living, then looked at again according to the implications they have for one another.

Concerning personal health, this program shows, for example, the importance of physical exercise for good health. Also in the same section, there are rules and instructions to follow when riding a bicycle. These two elements are studied separately at first. The students are then asked to put these two realities together and see that deciding to ride a bicycle for health reasons also implies knowing the rules related to this activity. The relationship can be pushed even further by linking these choices to consumer decisions. Is it absolutely necessary to buy a ten-speed bicycle in order to maintain good health and ensure one's safety?

The correlation of all aspects of the person will also be fostered by the complementarity of this program with other school subjects, each with its own perspective. Human Biology can include human reproduction, and Moral Education can shed light on the subject by referring to values involved during the process of analysis and decision-making. Other subjects can equally contribute to the learning process.

The Personal and Social Education program promotes a "systemic" instructional approach. Each section of the program not only enhances the study of the other sections, but has a significant impact on them.

The figure which follows illustrates the relationships between each section and the other sections and the possible impact it can have on them.


Sex Education
Consumer Education
Life in Society Education
Health Education
Interpersonal Relationships Education

The following example shows the impact of Health Education on another section of the program. Other relationships can be seen by studying the other sections.

Health Education and Its Relationship to Sex Education

In the Sex Education program, when the topics related to contraception, sexual exploitation, pregnancy, and puberty are treated, it is essential to study these phenomena in light of the section on health because of all the information provided in it on the functions and needs of the body. Without this, the students will be unable to make responsible, rational choices. Moreover, decisions that the students have made concerning their health will influence their choices when the above-mentioned topics are studied.

Young people will be able to develop in these areas of life and find full self-expression by questioning, reflecting upon, and expressing their feelings about the problems that concern them. By studying deeply all facets of the issues that affect them, young people will develop their capacity to solve problems that can arise from these issues.

1.3 Global Objective and Aims of the Personal and Social Education Program

The philosophy underlying the program leads to the formulation of the global objective and the aims that constitute the major objectives of the different sections of the program in elementary and secondary school.

1.3.1 GLOBAL OBJECTIVE OF THE PERSONAL AND SOCIAL EDUCATION PROGRAM

In the areas of health, sexuality, interpersonal relationships, consumption, and life in society, the program will lead students to acquire knowledge and adopt attitudes and behaviour that are essential to their full development as individuals and as members of the community.

1.3.2 AIMS OF THE PROGRAM

. To enable the student to identify in his/her everyday experience various aspects of life: health, interpersonal relationships, life in society, sexuality, and consumption.

. To enable the student to clarify his/her concepts, values, and actions in these various areas of his/her development.

. To enable the student to have a better understanding of the social dimension of his/her personality so that he/she may have a rewarding relationship with society.

. To enable the student to discover and appreciate the unique character of each human being so that he/she may learn respect for others.

. To enable the student to understand his/her rights and responsibilities as a citizen and the necessity for generally accepted standards in a democratic society.

PART TWO

STRUCTURE, CONTENT AND OBJECTIVES OF THE PROGRAM

2.1 A Multidisciplinary Program

Every program contains objectives related to a specific field. For example, the objectives of the English Language Arts program are related to language.

The Personal and Social Education program differs from other programs in that its objectives cover not one but five specific fields of study. It covers major areas of human life, namely health, sexuality, consumption, life in society, and interpersonal relationships, areas that are related to social studies, ecology, biology, sociology, anthropology, philosophy, and economics.

In this sense, it is a multidisciplinary program in which each discipline has its specific field of knowledge. Although they are distinct, these disciplines have a common objective: the personal and social development of the person.

The approach used in the development of the Personal and Social Education program is a systemic approach that makes it possible to establish a certain coherence among the various concepts originating in the various disciplines.

From the study of the relationships among these different concepts, a unifying concept emerges: interaction. In fact, whether in the study of life in society, or interpersonal relationships, or in consumer education, health education, or sex education, the person is constantly in interaction with the three main components of his/her universe: the inner self, namely the elements composing the interior world of the person, such as thoughts, feelings, sensations, desires and needs; the physical environment; and the human environment.

The idea of interaction has been used to develop the concepts related to the five sections of the program. Each terminal objective and its related intermediate objectives refer to a particular type of interaction. The same idea of interaction will also be found in the recommended learning activities.

An example is the concept of harmony developed in the Interpersonal Relationships section. This concept relates to a terminal objective that consists of the child's recognition of the importance of participation in a group, and concerns the student's interaction with his/her human environment. In the intermediate objectives are found elements that encourage the students to consider and understand both themselves and what a group is, and thus to grasp the nature of a group and to play a larger role in it. The recommended learning activities also encourage the interaction of the student with his/her human environment. Care is taken to create situations in which students can have the experience of being part of a group.

2.2 A Program Composed of Five Sections

The Personal and Social Education program consists of five sections: Health Education, Sex Education, Interpersonal Relationships, Consumer Education, and Life in Society.

What does each of these sections contribute to the personal and social development of an individual? Do these sections interrelate? What importance is given to each of the sections in the program? The answers to these questions will be found in the pages that follow.

2.2.1 CONTRIBUTION OF EACH SECTION TO THE PERSONAL AND SOCIAL EDUCATION OF THE INDIVIDUAL

Health Education Section

In order to develop and grow, human beings must meet certain basic physical needs, such as food, clothing, and shelter, as well as satisfy affective and psychological needs. The means and extent of satisfaction of these needs and the physical and human environment in which the individual lives will determine the human organism's stability or instability.

Health is an essential factor in the individual's development. Today, good health is more and more difficult to achieve because the accelerated pace of life, the growing number of fast food restaurants, the ever-present television set, automation, overconsumption, and stress all make it difficult to remain healthy. At a very early age, the individual adopts habits that will result in good or bad health. For this reason, the importance of health education for young people is clear: it is a factor in promoting healthy physical and psychological growth.

Life in Society Section

Living in society implies understanding how society is organized, assuming one's civic responsibilities, contributing with others to a better way of life that is free of all types of domination, participating in a constructive way in the evolution of the community, and asserting one's rights while respecting those of others.

The family is the first group to which a person relates. As the individual develops, depending on his/her orientations, he/she finds himself/herself in larger and more diversified social groups such as peer groups, classes in school, school associations and extra-curricular groups, parents' associations or federations, unions, political groups, and even international groups. In any group, there is room for improving the quality of group life. Such improvements require the participation of citizens who are aware of their social responsibilities and concerned with the well-being of their community.

Here an education in life in society comes into play. Although human beings are naturally sociable, they must receive an adequate social education to understand how society is organized and be aware of their rights and responsibilities. This will lead to genuine feelings of belonging to the community. The Life in Society section contributes to the individual's education because it awakens and develops the human being's awareness of the community; this awareness is a prerequisite to becoming a real citizen.

Sex Education Section

Sexuality is another of the realities of life that people must deal with. People are born male or female, and this sexual dimension is a factor all through their lives. Sexuality is not only the capacity to reproduce; it relates to self-image and ways of thinking, as well as behaviour.

Human sexuality involves both development and learning. For this reason, sex education contributes to the personal and social development of young people, for only through it will they fully understand themselves; only through it can they express themselves in a way that is compatible with who they are and want to be, a responsible way, a way commensurate with human dignity. Sex education, like health education, is essential to the well-being of the individual and the community.

Interpersonal Relationships Section

The social dimension is also a characteristic of human beings. To develop, a person needs to establish interpersonal relationships in which there are mutual understanding and respect, communication, self-esteem, and esteem for others.

To love, to be loved, to share one's experiences, and to be enriched by the experiences of others are all necessary for personal growth. This capacity to establish ties does not come automatically. To possess it, one must have self-knowledge and knowledge of others, as well as an awareness of the mechanisms and conditions necessary for a genuine relationship. The Interpersonal Relationships section contributes to the individual's education because it is an indispensable tool in establishing harmonious relationships among people.

Consumer Education Section

From birth, human beings are in a sense called upon to exchange goods and services with others. This is part of life. Individuals use the resources found in their surroundings first of all to meet basic needs: to feed, clothe, and house themselves. In the course of their development, human beings experience various other needs that they must satisfy. Thus, people are consumers all their lives.

Nevertheless, consumption is not the only way of meeting human needs, though unfortunately many people resort to it in the hope of satisfying their affective, psychological, or social needs. Consuming to compensate for other lacks does not help individuals develop, and only slows down their quest for real answers to their needs.

People's manner of consumption has direct repercussions on their well-being as well as on the environment. As consumers' physical environment has come to offer a greater variety of products, it has become more and more difficult for consumers to choose what is really good for them. Durability has lost its importance as a selection criterion for consumer goods. The environment has deteriorated greatly as a result.

It is absolutely necessary for consumers to act in a responsible and consistent manner that respects their own true nature, their mental and physical equilibrium, and their environment.

In this sense, the Consumer Education section contributes to the person's development through the information it provides about the consumer world and the possibilities it offers to exercise judgment. Consumer Education aims at giving young people the means to safeguard their integrity as human beings and to participate in improving their environment.

2.3 Objectives of the Personal and Social Education Program Presented in Order of Importance

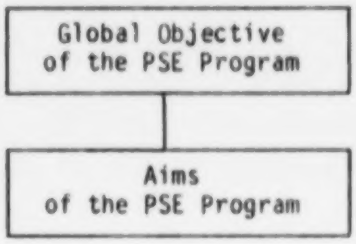
Because of the wide area covered in this program, the various levels of objectives that a program-by-objectives demands, and the need for continuity between elementary and secondary school, this document presents a great many objectives that may concern the whole program, a specific section, a school cycle, or even actual course preparation.

To help readers understand the way in which the program is developed and to help teachers better organize their work, the objectives are presented in order of importance, as follows.

Objectives Related to the Personal and Social Education Program

The first level of objectives characterizes the program as a whole. These objectives (those found in the general orientations of the program) are valid for all five sections of the program. They identify what is expected overall from the study of the various sections. They are the most abstract of all the objectives, and indicate the main intentions of the program.

The global objective and the aims of the program are found at this level.



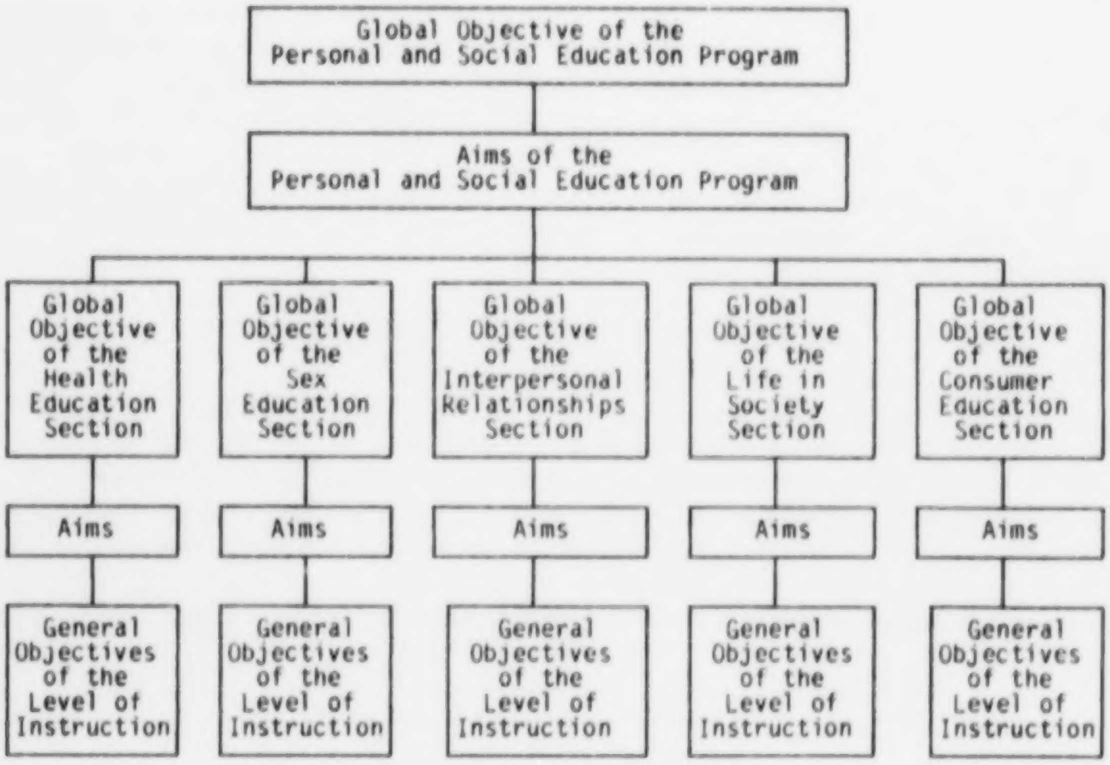
Objectives Related to Each Section

The second level of objectives is concerned with each specific section. This second level translates the aims of the program into specific objectives for each section.

These objectives are:

1. the global objective of the section;
2. the aims that identify what the program proposes to do over the eleven years of elementary and secondary school in order to attain the global objective of the section in question;
3. the general objectives of the level of instruction (elementary school and secondary school).

This leads to the following chart.

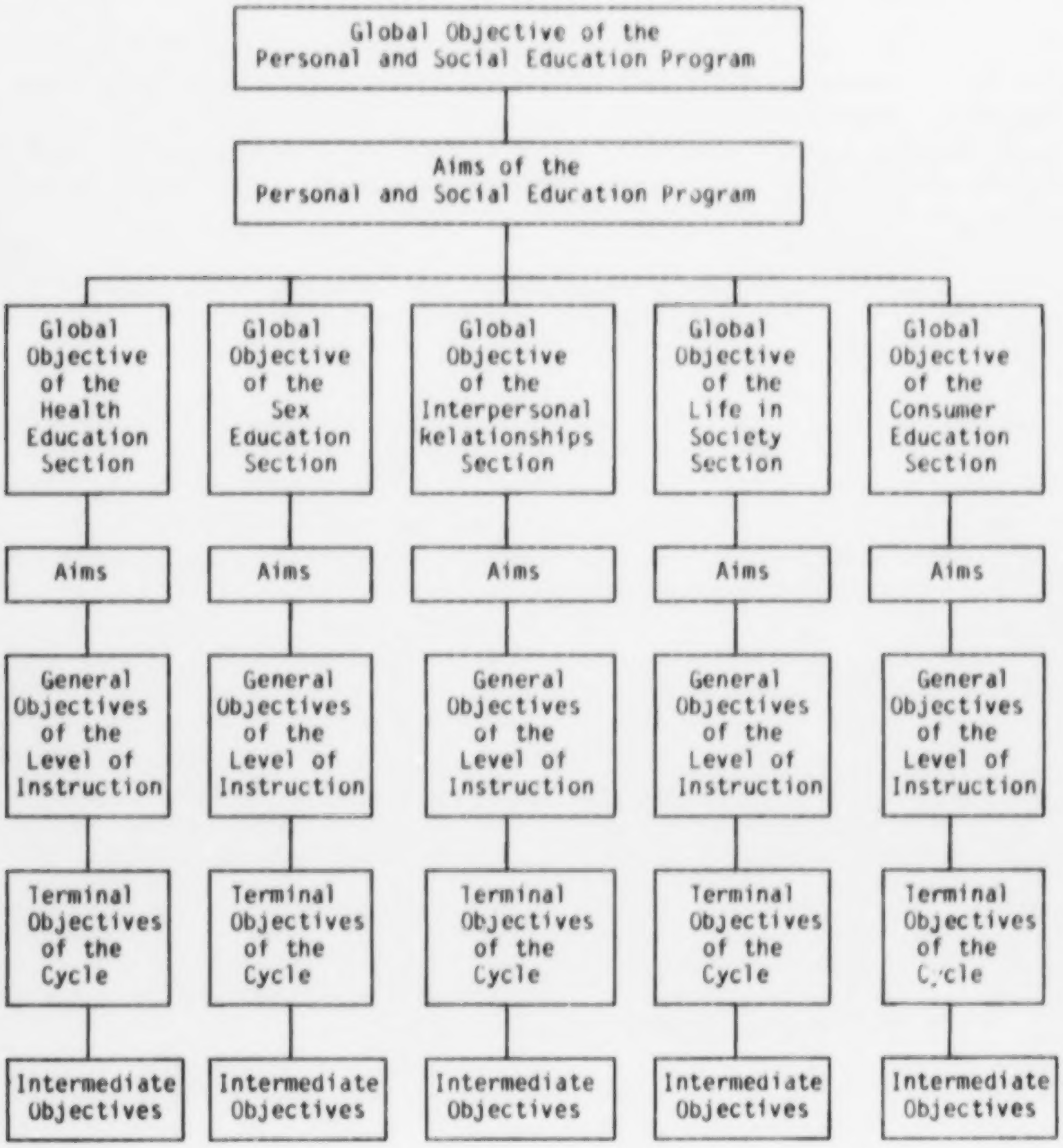

Global Objective of the Personal and Social Education Program
Aims of the Personal and Social Education Program
Global Objective of the Health Education Section
Global Objective of the Sex Education Section
Global Objective of the Interpersonal Relationships Section
Global Objective of the Life in Society Section
Global Objective of the Consumer Education Section
Aims
Aims
Aims
Aims
Aims
General Objectives of the Level of Instruction
General Objectives of the Level of Instruction
General Objectives of the Level of Instruction
General Objectives of the Level of Instruction
General Objectives of the Level of Instruction

Objectives Related to the Cycle of Instruction

In order to determine more specifically what is expected from the students, objectives have been set for each cycle of instruction. These are the terminal and the intermediate objectives.

The terminal objectives develop the general objectives of the section and should be reached by the students at the end of the cycle. The intermediate objectives indicate the steps leading to the attainment of the terminal objectives. Each intermediate objective will have its full meaning only if it builds on the preceding objectives.

The objectives of the program can be summarized in the following chart.


Global Objective of the Personal and Social Education Program
Aims of the Personal and Social Education Program
Global Objective of the Health Education Section
Global Objective of the Sex Education Section
Global Objective of the Interpersonal Relationships Section
Global Objective of the Life in Society Section
Global Objective of the Consumer Education Section
Aims
Aims
Aims
Aims
Aims
General Objectives of the Level of Instruction
General Objectives of the Level of Instruction
General Objectives of the Level of Instruction
General Objectives of the Level of Instruction
General Objectives of the Level of Instruction
Terminal Objectives of the Cycle
Terminal Objectives of the Cycle
Terminal Objectives of the Cycle
Terminal Objectives of the Cycle
Terminal Objectives of the Cycle
Intermediate Objectives
Intermediate Objectives
Intermediate Objectives
Intermediate Objectives
Intermediate Objectives

2.4 Development of the Objectives for Each Section of the Personal and Social Education Program

The main function of a program is to articulate learning objectives. This chapter has presented the structure of the program, including the different types of objectives and the five main areas of study -- health, sexuality, consumption, interpersonal relationships, and life in society. An overall view of the program's objectives can be easily obtained by referring to the various charts.

For a complete understanding of the objectives, however, it is necessary to understand fully how the objectives were arrived at. To grasp the content of Part Three, the reader should not neglect the explanations that follow.

At the beginning of each section, there is a discussion of the area of study treated in it and the orientations that result. This part is similar to the content of the preceding pages. Immediately after the table of contents for the section, there is a chart of objectives and a series of terminal and intermediate objectives. This is completely different from the preceding text. How is all this interrelated?

2.4.1 DISTRIBUTION OF THE LEARNING CONTENT

It should first of all be understood that teachers will work primarily with the terminal and the intermediate objectives. These objectives are their main concern in their daily teaching. It is therefore important for them to have a good understanding of the origin of the objectives and the way they were developed.

The objectives stem from three major sources: the orientations of the section, the field of developmental psychology, and the body of knowledge of the area of study covered in the section.

The orientations provide information about the main focus of the section. For example, in the Health Education section, the orientations indicate that a person's health depends on protection and development of the organism and the balance between these two aspects. It also indicates that the great majority of obstacles to health stem from the individual's behaviour, and that in Health Education, to have an impact on young people's health, it is important to concentrate on attitudes. The orientations make it possible to limit the field of study. This limitation leaves a broad area to be studied, but offers important reference points.

A great deal of information is drawn from the field of developmental psychology; for example, the fact that individuals develop through their interactions with various environments and that their development is in part the consequence of the actions they take to reach the goals they set for themselves.

Developmental psychology also provides information about the different stages of development attained by students of different ages. This leads to the conclusion that, in general, children of a certain age experience certain problems and that they are capable of dealing with them in certain ways. For example, during adolescence young people experience sexual maturation and they have to integrate the associated changes into their lives as they occur. Thus questions related to sexual maturation are logically dealt with at puberty. Other data also indicate that students at this age are capable of dealing with questions on a higher level and that they can use principles and abstract concepts in their work.

The corpus of knowledge associated with the area of study in question provides the specific content of the section. For instance, the Health Education section is concerned with diet, personal hygiene, mental health, pollution, etc.

Once these various elements are made apparent, it can be decided what the students should study. At that point, the distribution of the learning content for the program can be established.

Type of Relationship

As the readers will note in each "Distribution of the Learning Content" table, the horizontal lines divide the table into three parts, corresponding to the types of relationships the students experience with the environment. These are the relationship with the self, the relationship with the physical environment, and the relationship with the human environment. Associated with each of these relationships is a description of what the students are seeking to accomplish through their individual efforts.

DISTRIBUTION OF THE LEARNING CONTENT

TYPE OF RELATIONSHIP

With the self	
With the physical environment	
With the human environment	

For example, in the Life in Society section, the box "relationship with the self" specifies the student's relationship with himself/herself in which he/she tries to define himself/herself as a social being, and endeavours to clarify his/her personal vocation as a free and responsible citizen.

This first division of the learning content indicates the nature of the learning process undertaken by the students as well as the topic under study, and thereby makes it possible to have a quick overview of the subject of study.

After this first step, the area of intervention must be delimited. The first step leaves too broad an area of intervention and could give rise to any kind of activity. In order to be more specific and limit the aspects the school intends to deal with, the "Distribution of the Learning Content" table includes a column entitled "Area of Involvement," that is, the area in which the school intends to concentrate its efforts.

To continue with the example of the Life in Society section, in regard to the students' "relationship with the self," the school will deal with this issue on the level of sensitizing students to the social dimension of their personality.

Theme

TYPE OF RELATIONSHIP	AREA OF INVOLVEMENT	
Relationship with the self	Sensitization to the social dimension of the student's personality	

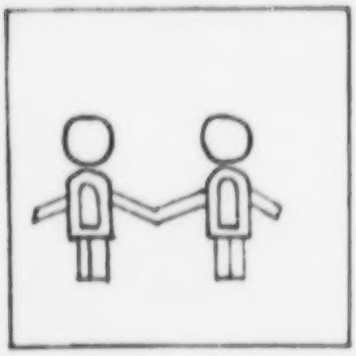
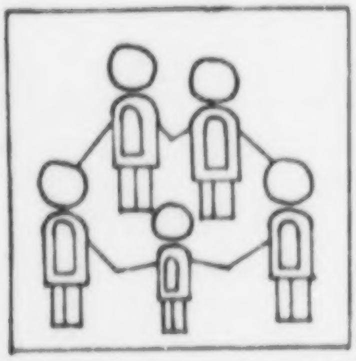
Theme

Even if the concept of area of involvement puts a limit on the school's action and specifies the content to be studied, it is still too vague to give a clear view of the content.

A third step must be added to the first two. It consists of taking from the field of knowledge the themes which correspond to the area of involvement selected and to the type of relationship. In this way the following table is obtained for the program as a whole.

SYNTHESIS OF THEMES OF THE PERSONAL AND SOCIAL EDUCATION PROGRAM

TYPE OF RELATIONSHIP	THEMES			
Relationship with the self 	HEALTH	. health issues . personal hygiene . mental health . eating habits	CONSUMER EDUCATION	. the consumer's role . leisure . organizing a leisure activity . choice of leisure activities . post-secondary life style . cost of transportation . the budget
	SEXUALITY	. human sexual development . masturbation . personal choices . sexual awakening . contraception		
	LIFE IN SOCIETY	. my social life . my social aspirations . nature and role of values . plurality of values . rights and responsibilities . information . my values	INTER PERSONAL RELATIONSHIPS	. my profile . my potential
Relationship with the physical environment 	HEALTH	. vehicles . dangerous tools . fire . drugs . pollution . leisure activities . dangerous products		
	LIFE IN SOCIETY	. service to the community . vandalism		

TYPE OF RELATIONSHIP	THEMES			
Relationship with the human environment 	SEXUALITY	. sexual awakening . sexual behaviour . sexual abuse . sexual orientation . contraception . adolescents' sexual relationships . personal goals regarding the couple relationship . sexually transmitted diseases	INTERPERSONAL RELATIONSHIPS	. friendship . types of relationships . conflict . message clarification . expectations . sex-role stereotypes . choice of a relationship . attitudes
	HEALTH	. taking care of children . first aid . health services . health in the workplace	INTERPERSONAL RELATIONSHIPS	. participation . family relationships . relationships at work . relationships with neighbours . goals
	SEXUALITY	. sexual orientation . pleasure . sexual abuse . sex roles and sex-role stereotypes		
	CONSUMER EDUCATION	. use of resources . choice of leisure activities	LIFE IN SOCIETY	. society . multiplicity of interactions . rules . the legislative process . young people and the law . the legal system . the family . the comprehensive school . belonging to groups . social problems . pressure groups . life in the working world . community associations . crime

These themes serve to define the fields of study for elementary and secondary school students. We can state that the students will be working on pollution, conflict, nutrition, or social aspirations, for example.

As stated earlier, the students' development must be taken into consideration in deciding what should be taught at the elementary or the secondary school level. Certain content themes will be reserved for elementary school, others for secondary school, and still others will be covered at both levels but different aspects will be dealt with depending on the level.

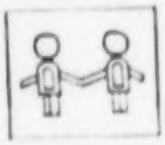
Topics of Study and Related Content

Once the themes have been identified, it is possible to identify the underlying primary and related concepts that are to be dealt with in the study of nutrition or conception, for example.

These primary concepts and related concepts are identified as Topics of Study in the Distribution of Learning Content Table.

TOPIC OF STUDY

These topics of study will also be found under the heading of Related Content on the pages devoted to terminal objectives.



THEME:

TERMINAL OBJECTIVE 1

INTERMEDIATE OBJECTIVES	**RELATED CONTENT**
1.1...	...

Also under Related Content there is a list of concepts which come from the area of knowledge or from information and opinions taken from students' own experience.

2.4.2 TRANSFORMATION INTO OBJECTIVES

The content determines what the student will study. It does not, however, indicate what should be expected from the students regarding the content, or what objectives should be set.

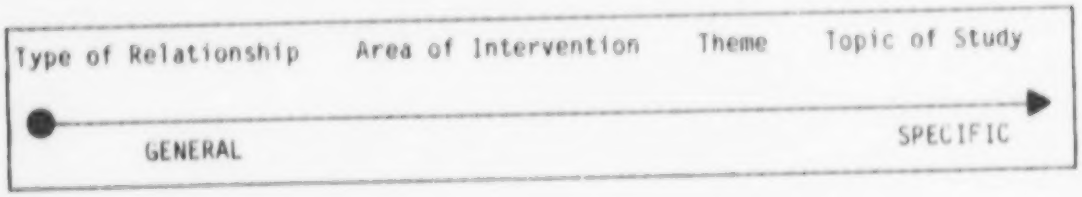
As the reader may have noticed when examining the structure of the program, there are several levels of objectives in a section. There are the global objective, the aims, the general objectives, and the terminal and intermediate objectives. These objectives range from generalities to specific points, from the overall reasons for the school's intervention to the objective pursued in a course, a unit, or a lesson.

How can this structure of objectives be tied in with the Distribution of Learning Content table? This is the next task to perform.

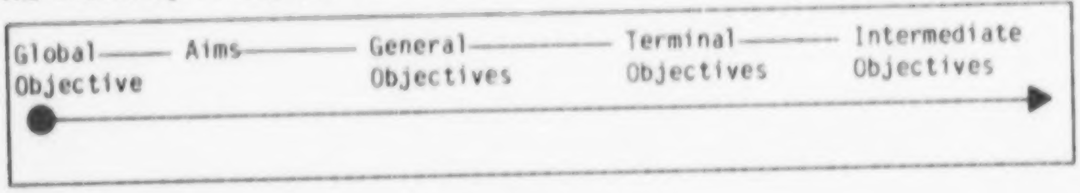
To help the reader understand the origin of the objectives and the reasoning behind their construction, it would be interesting to look at the following explanatory diagrams.

There are three factors to take into account: a table called Distribution of the Learning Content, a hierarchy of objectives, and various levels of schooling.

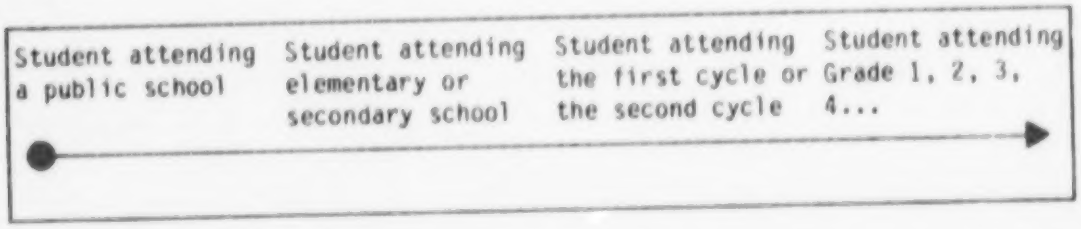
The first diagram outlines the content, from general to specific.


Type of Relationship
Area of Intervention
Theme
Topic of Study
GENERAL
SPECIFIC

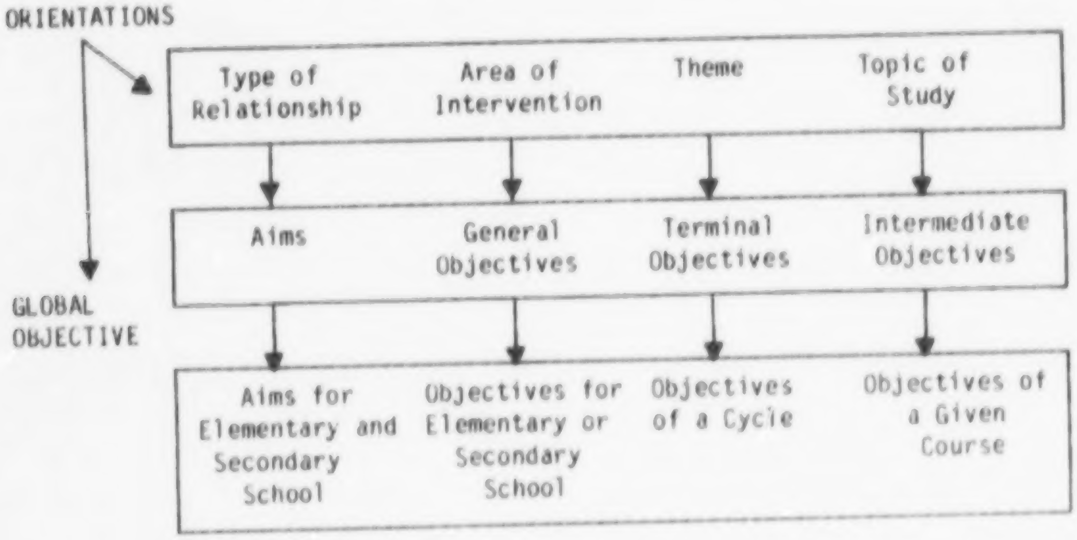
The hierarchy of objectives is presented in the same manner:


Global Objective
Aims
General Objectives
Terminal Objectives
Intermediate Objectives

Finally, the school population is considered.


Student attending a public school
Student attending elementary or secondary school
Student attending the first cycle or the second cycle
Student attending Grade 1, 2, 3, 4...

The following correspondences have been established as an organizational framework.

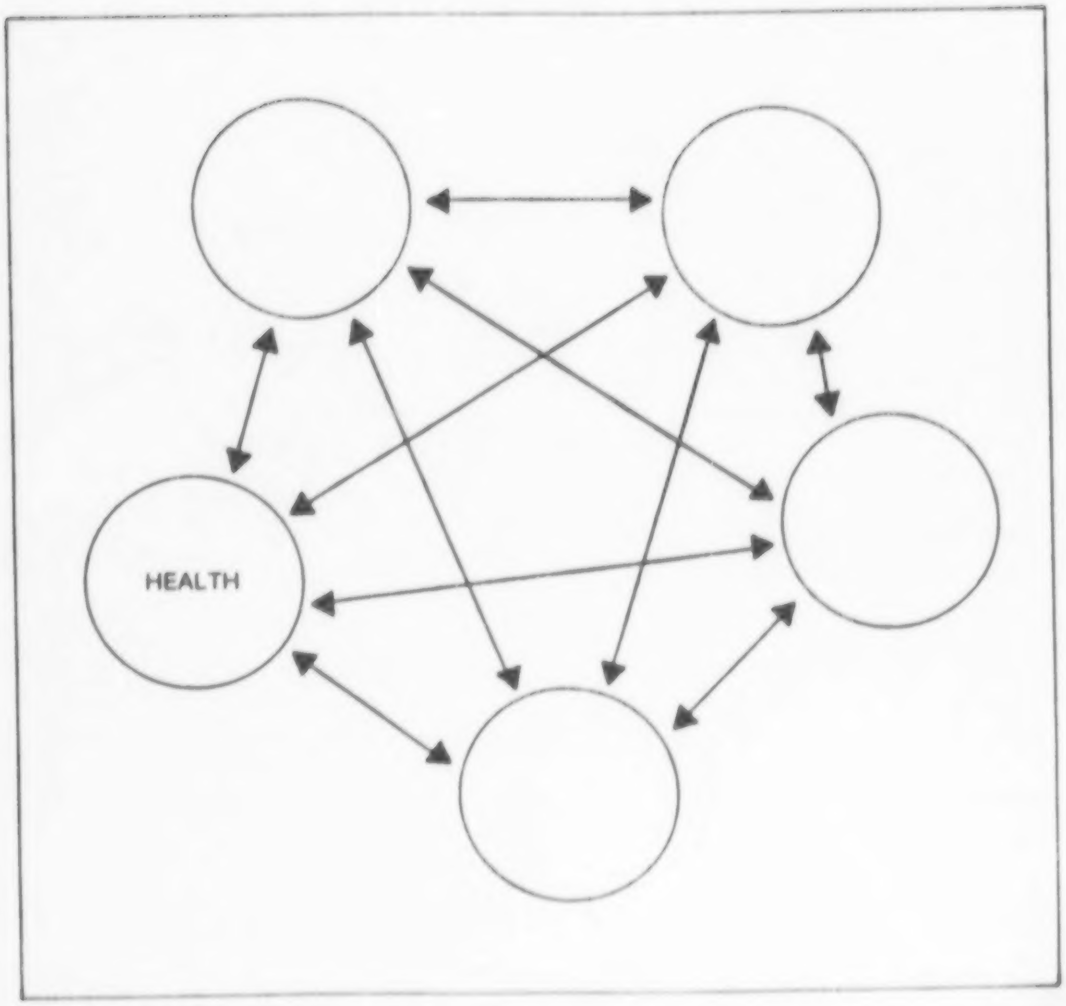

ORIENTATIONS
GLOBAL OBJECTIVE
Type of Relationship
Area of Intervention
Theme
Topic of Study
Aims
General Objectives
Terminal Objectives
Intermediate Objectives
Aims for Elementary and Secondary School
Objectives for Elementary or Secondary School
Objectives of a Cycle
Objectives of a Given Course

PART THREE

SECTIONS OF THE "PERSONAL AND SOCIAL EDUCATION" PROGRAM

SECTION A

Health Education



SUMMARY

1. Contribution of Health Education to the Students' Personal and Social Education

2. Relationship Between the Health Education Section and the Other Sections of the Program

3. Key Issues of the Health Education Section

    3.1 A First Step
    3.2 A Further Step
    3.3 What Is the Explanation?
    3.4 One Interpretation: Life Style
    3.5 Teaching Health, Zest for Life, and Balance
    3.6 Information and Motivation
    3.7 A Difficult Task; Hope for the Future
    3.8 A Multifaceted Education Involves the Whole Culture

4. Orientations of the Health Education Section

    4.1 Global Objective of the Health Education Section
    4.2 Aims of the Section
    4.3 General Objectives

5. Learning Content and Objectives

    5.1 Learning Content
    5.2 Learning Objectives

6. Bibliography

1. CONTRIBUTION OF HEALTH EDUCATION TO THE STUDENTS' PERSONAL AND SOCIAL EDUCATION

Health Education, like all other sections of the program, is a path by which all the general objectives of the Personal and Social Education program are pursued. It is also a particular field of study with two distinct and complementary roles. It pursues the very general objectives of development stated earlier as well as its own specific objectives.

On the personal development level, this section of the program should enable the students to become aware of certain of the organism's needs and find effective ways of satisfying them, to become aware of their life habits and the way they affect their health, to value certain rules of action leading to a better way of life, and to realize the danger of some of their behaviour.

Regarding the students' relation to their physical surroundings, this section tries to sensitize the students to the dangers inherent in the physical environment, to make them aware of the disastrous consequences of some of their behaviour, to lead them to adopt safe attitudes and practices, and to encourage them to engage in rewarding activities.

On the social level, this section offers the students the necessary means to meet their need for security, a sense of belonging, love, respect and esteem for themselves and others, and freedom. This section also gives the students the opportunity to commit themselves to improving the quality of life of their community. It does not, however, contain particular objectives related to the social aspect of health; this dimension is dealt with in the sections entitled Interpersonal Relationships, Sex Education, Consumer Education, and Life in Society.

2. RELATIONSHIP BETWEEN THE HEALTH EDUCATION SECTION AND THE OTHER SECTIONS OF THE PROGRAM

While the Health section covers a clearly delimited area of the program, it is nevertheless closely related to the other sections. Health, as one of the essentials of life, affects all the other realities of life.

This part of the program deals not only with health, but also with a number of aspects related to the other sections.

The relation of the other sections to this section is shown in the following table:

RELATIONSHIP BETWEEN HEALTH EDUCATION AND THE OTHER SECTIONS

Other Sections		Health Education
Sex Education	→	- Influence of sexuality on physical and mental health.
		- Safety of certain physical activities and concepts of first aid.
Interpersonal Relationships	→	- Influence of others on one's way of eating, relaxing, driving, and so on.
		- Consequences of accidents.
		- Influence of the quality of interpersonal relationships on the individual's psychological well-being.
		- Choice of food in accordance with real physical and psychological needs.
Consumer Education	→	- Choice of sports activities in relation to safety and a better use of community resources.
		- Reduction of risk of accidentally hurting others.
		- Acceptance of the need for traffic regulations.
		- Focus on accident risks at home or at school.
Life in Society	→	- Focus on factors in the physical environment which may cause bodily harm.
		- Focus on the effects of certain practices, such as the use of tobacco, alcohol, and drugs.
		- Focus on behaviour that could be detrimental to the environment and consequently to the health of others.

3. KEY ISSUES OF THE HEALTH EDUCATION SECTION

3.1 A First Step

During the first half of the century, because of the remarkable progress made in medicine and public health, the health of the community no longer seemed to be a problem. Vaccines and antibiotics appeared to have won the battle over the bacterial infections which had threatened survival and reduced life expectancy. Diseases such as tuberculosis, diphtheria, dysentery, and poliomyelitis were conquered and it was believed that all that remained to be done was to make medical care available to all levels of society.

This hope, however, did not entirely come to fruition. Subsequent years showed that the earlier discoveries had not resolved all health problems, and that even if people no longer contracted tuberculosis or diphtheria, they still suffered from other diseases. It was evident that these discoveries were no more than solutions to specific health problems; other problems remained to be solved. Universal well-being could not be taken for granted.

3.2 A Further Step

After the disappearance of bacterial infections, in the wake of major changes brought about by technological progress, it became evident that human behaviour could cause sickness, and that people themselves were often responsible for the deterioration of their body. In 1974, statistics showed that 82% of deaths were caused by diseases of the circulatory system, tumors, or accidents. People inflict suffering, illness, and even death on themselves by the pollution they create, their carelessness, their eating habits, and their life style.

Faced with this situation, those responsible for public health turned to preventive information. Their aim was to motivate people to change the types of behaviour that were harmful to their health. They expected to get people to change by informing them of the harmful consequences of certain habits. The theory was that people behaved in certain ways because they were unaware of the effects, and that if they were informed, they would change their behaviour. Widespread information thus appeared to be the solution.

Once again, however, hopes were not fulfilled; people, even when well-informed, still adopt behaviour that is detrimental to their health.

3.3 What Is the Explanation?

How can it be explained that people, even when they know that they risk serious problems, continue to adopt dangerous attitudes and behaviour? Why do they continue to smoke? Why do they drive dangerously? Why do they continue to pollute? Why is there the great shift to fast food restaurants? Why do people even go as far as to neglect to have their children vaccinated against the diseases that plagued our ancestors? Why?

Is it because they don't want to be healthy? Is it because they have a death wish? Of course not. People do not want to suffer, nor do they want to die. The will to live and to have a good life is one of the most powerful human motivations. People are ready to suffer the greatest privation and the worst humiliation in order to survive. Then why do people who have such an intense desire for survival and work so hard to increase their comfort and well-being also adopt behaviour that is so counterproductive?

3.4 One Interpretation: Life Style

What seems to be a flagrant contradiction is a contradiction in appearance only. People are motivated by many things beside the simple desire to be healthy. In reality, if conditions are generally favourable to life, they seek to live well rather than simply survive.

People attach the greatest importance to factors such as self-actualization, rewarding and interesting experiences, success, enjoyment, meeting challenges, having friends, and being loved or admired. To achieve these objectives, they are often ready to risk their own safety. The choices they make are more or less conscious and their motivation is not simple. A number of basic motives and a complex system of values are involved.

People will organize their lives according to the values they espouse, adopting habits that will allow them to achieve these values. This can result in a variety of life scenarios. In some cases, they will risk death to defend an idea. In some cases, they will use stimulants, draw heavily on their reserves of energy, or compromise their social relations to succeed in getting what they want. In other cases, they will slow down their pace, quit a job or withdraw from certain forms of social activity, shut themselves up in a sterile world free from questions and commitments, and risk stagnation or social isolation in order to protect themselves.

All sorts of scenarios are possible and a variety of life styles can be adopted, depending on the values people find important. These scenarios can be adjusted and readjusted in the course of a lifetime.

Values such as survival, continuity, well-being, excellence, love, altruism, or cultural, national, and patriotic values are powerful forces that drive people to adopt different life styles. The health problems in these cases are a question of balance. The important thing is to adopt a life style that makes it possible to be healthy and at the same time lead an interesting and rewarding life. Without such a balance, individuals cannot aspire to health, self-actualization, and happiness.

3.5 Teaching Health, Zest for Life, and Balance

From these health issues, three important points emerge: health per se, self-actualization, and the search for a balance between health and self-actualization.

The three points mentioned above form the three basic elements of this section.

On the one hand, there is action centred on self-development or personal growth, which attempts to go beyond mere caution and stimulate young people to be committed to their own development. It consists of informing young people about the personal resources that different life experiences can develop in them. Students should be led to appreciate the benefits they can derive from physical exercise, a healthy diet, different individual and group challenges and commitments they meet in adolescence as well as in their adult life, human encounters of all kinds, etc. Young people should be helped to live and also to prepare themselves for a later life in which they will be able to grow and develop as individuals and as members of the community.

On the other hand, there is action of a preventive nature, intended to inform young people of everything that might have a detrimental effect on them. It consists of protecting young people by providing information related to their physical survival, the dangers in the environment, and the risks in certain behaviour. They should be informed about ways to supply their needs and about safe behaviour.

Finally, there is action aimed at helping young people look at all the possibilities, acquire a sense of proportion, and find a balance in different life situations. It consists of helping young people combine survival and security as harmoniously as possible with progress and adjustment to life. If this last action is successfully carried out, something truly important will have been done for the health of young people.

3.6 Information and Motivation

Part of the solution to the problem of health education is awareness of the various contemporary life styles and the way they affect humans. Knowing about the effects of over-eating, lack of rest, and tobacco or alcohol consumption, or about the different kinds of physical, psychological, and social pollution, at least makes it possible for people to understand what must be done to maintain and improve their health. Being aware of the dangers and effects of certain behaviour enables people to act with full knowledge of the facts and thus protect their physical integrity.

Nevertheless, simply knowing the attitudes that should be adopted to maintain health is not sufficient. At present, even if everyone is aware of the detrimental effects of smoking or of reckless driving, people still continue to smoke and to drive dangerously, even in the face of increased taxes and heavy fines. The solution to such problems goes beyond information. It must be sought at the level of people's motivation to apply what they know. Until people recognize the value of good health, until they are convinced of the good or bad effects of certain attitudes, they will not change. In fact, some people attach so little importance to their health that they are irresponsible to the point of neglecting to continue treatment that would cure them, or to practise activities that would make their lives more pleasant.

The Lalonde report (1974) and the report of the ministère des Affaires sociales du Québec (1974) arrived at the same conclusion: the main problem is to find means of motivating individuals to be more concerned with their health and to re-evaluate their life style. The action taken in 1980-81 regarding the use of seat belts shows how difficult it is to motivate people to take care of their lives.

3.7 A Difficult Task; Hope for the Future

If we accept the basic premise that individuals control one of the most important factors in their health, that is, their behaviour, action focused on human attitudes and behaviour becomes crucial to improving the health of the community. The problem is enormous. In many cases, changes in motivation and behaviour must be brought about when there are no disturbing symptoms or body sensations present. The task is difficult because it means persuading people to adopt preventive measures that may disrupt their lives. How can people be convinced to abandon a practice that is detrimental to their health when the latency period of a disease is long and the chronic or debilitating effects evident only when they are already irreversible? How can people be convinced to change their habits when there is no marked and immediate difference between the effects of two life styles? Faced with apparently similar results, they will choose the life style that appeals more to them.

If the problem is a sizeable one when it comes to making someone adopt new habits, it is still bigger when it means working with young people who have not yet chosen a definite life style. They are continuously prompted by their peers, advertising, and the example of their parents. It is an extremely difficult task to ask young people to avoid smoking, eat properly, or go to bed at a reasonable hour when the people around them go on smoking, the food industry keeps promoting fast food restaurants, and the media encourage them to stay up late to watch T.V. How can young people be made to realize that personal well-being is the result of a life that is balanced and that respects the human condition, when today's society offers the example of a disorderly life where health is often very low on the scale of values? Can the school's impact be powerful enough to counteract the detrimental effects of the daily pressures on the students? It is hoped that the situation will be improved eventually through increased and complementary efforts at education.

The operative word is "eventually"; health education must be considered in a long-term perspective. As with the other sections, the effects may be expected to appear in the fairly distant future. Health is not "learned" in the same way as the multiplication table. In this area of personal development, more than logic is involved. The whole affective aspect of the person, the strength of current habits, conflicting opinions, and above all the great difficulty in seeing the effects of these practices on the person's day-to-day health are all involved. In health education, results take time to appear and they are attained gradually as knowledge, observable effects, and external pressures are assimilated.

3.8 A Multifaceted Education Involves the Whole Culture

Who is responsible for health? Individuals? Parents? Health professionals? The mass media? Cultural traditions? The community in general? Is health the responsibility of one person or of many?

Finding one responsible individual or institution would definitely be a tremendous help in developing strategies for action. This person or entity could then be studied in order to learn how it functions. Research shows, however, that responsibility does not belong to a single category of persons, but is rather a complex interrelation, not completely understood, of the many agents which influence people's culture and life style. This fact does not make the task any easier.

Because this interrelation is not very well understood, it is difficult to establish strategies that guarantee success. It is, however, possible, given this program and the cooperation it presupposes, to arrive at a strategy that at least clarifies the various agents and factors at work and achieves some concerted action among them.

First of all, it is possible to determine the role of the school, the family, and the various people working in the field of health education. It is also possible to envisage the coordination of their various responsibilities.

The school should play the role of informant about health questions related to life style. It should also help the students become aware of their state of health, their habits, the possible consequences of certain common practices in contemporary culture, and their personal responsibility concerning their own health. It should sensitize young people to the basic importance of health and help them arrive at a life plan that includes a concern for health. In secondary school, it should offer a framework conducive to the physical well-being of the students by careful organization of the timetable for meals at school and for the periods of rest and leisure spent in the school environment.

The role of the family is essentially similar. Nevertheless, given its different context, emphasis should be placed on putting theory into practice. Students do not have all their meals at school, nor do they sleep or spend all their leisure time there, or ride their bicycles only on the way to school. These real situations are experienced in the family; there the students acquire concrete experience of life.

The role of the people working in the areas of health and safety, people who already are part of intervention programs in different school environments, should be to assist the school and the family through their technical knowledge and their ability to analyse the actual situation in the community they serve.

These three groups involved in health education should consult one another and coordinate their actions. Only the joint effort of all these partners in education can produce a generation with a greater concern for creating a life style conducive to good health.

4. ORIENTATIONS OF THE HEALTH EDUCATION SECTION

4.1 Global Objective of the Health Education Section

Given the particular issues of health education and the school's specific role, the ultimate goal of the Health Education section must be, on one hand, to continue the education that takes place in the family setting, and, on the other hand, to aim at maintaining health, a resource essential to the students' development.

The global objective of Health Education should be:

To encourage students to adopt attitudes conducive to physical, psychological, and social well-being.

4.2 Aims of the Section

Considering that the global objective puts the students in a situation in which they must focus on themselves to obtain a better knowledge of their health and review their life habits, and considering also that the global objective encourages the students to become open to their physical and human environment in order to adjust to it and act within it in a responsible way, the objectives of this section will be divided on the basis of three general types of relationships.

The first objective will deal with the type of relationship in which the individual seeks ways of protecting the integrity of the organism and is concerned with developing harmoniously on the physical and psychological level.

The second objective will deal with the type of relationship in which the individual endeavours to adjust to the physical environment and to adopt types of behaviour which protect their physical integrity and their development.

The third objective will deal with the type of relationship in which the individual tries to establish secure and self-actualizating relationships with others and to create an environment likely to promote the quality of community life.

Consequently, the aims of the section are:

1. to provide students with adequate knowledge about their needs and encourage them to adopt behaviour and attitudes that will help them satisfy these needs, protect their organism, and develop physically and psychologically;

2. to acquaint students with the dangers and resources in their physical environment and encourage them to adopt attitudes and behaviour that will help them make that environment safe and interact with it in ways that are beneficial to them;

3. to help students establish healthy relationships with others and make them aware of their responsibility for the health of others.

4.3 General Objectives

The aims of the Health Education section cover both elementary and secondary school education. They express the main purposes of the Health Education program; they do not, however, specify the subject matter for elementary or secondary school classes.

To determine what is specific to the elementary and secondary schools, the analysis must be carried further and the characteristics of the target population in terms of needs and stage of development must be taken into consideration.

In secondary school, the general objectives aim at encouraging the students:

1. to acquire an overall view of health;
2. to integrate good health habits into their daily life;
3. to acquire information and adopt attitudes and behaviour of a preventive nature concerning certain dangers of modern life;
4. to become aware of the importance of leisure in planning their life;
5. to assume responsibility for their own health and that of others.

SUMMARY TABLE OF THE GENERAL ORIENTATIONS OF HEALTH EDUCATION IN SECONDARY SCHOOL

Global Objective of Health Education	To encourage students to adopt attitudes conducive to physical, psychological, and social well-being.
Aims of Health Education Concerning the Relationships Implied by the Global Objective	1. To provide students with adequate knowledge about their needs and encourage them to adopt behaviour and attitudes that will help them satisfy these needs, protect their organism, and develop physically and psychologically. 2. To acquaint students with the dangers and resources in their physical environment and encourage them to adopt attitudes and behaviour that will help them make that environment safe and interact with it in ways that are beneficial to them. 3. To help students establish healthy relationships with others and make them aware of their responsibility for the health of others.
	The students should:
General Objectives of Health Education in Secondary School	1. Acquire an overall view of health. 2. Integrate into their daily life the health practices necessary to maintain their physical and psychological health. 3. Acquire information and adopt attitudes and behaviour of a preventive nature concerning certain dangers of modern life. 4. Become aware of the importance of leisure in planning their life. 5. Assume responsibility for their own health and that of others.

5. LEARNING CONTENT AND OBJECTIVES

5.1 Learning Content

In secondary school, the related content for this section deals in general with the practical preparation of students to take responsibility for their own health.

The content related to personal relationships deals with the development of a broadened concept of health, the conditions for maintaining good health, the acquisition of good hygiene habits that are necessary during adolescence, the reinforcement of good habits that have already been learned, and a better understanding of mental health.

Regarding the physical environment, the content focuses on promoting the quality of life, taking into account the dangers present in the environment and those resulting from habits of modern life.

Regarding relationships with the human environment, the content deals with elements concerning the students' acceptance of responsibility for their own health and that of others. In addition to the content specifically indicated, it should also be noted that the other four sections of the program can be considered to have a contribution to make to the success of this type of relationship.

DISTRIBUTION OF THE LEARNING CONTENT OF HEALTH EDUCATION IN SECONDARY SCHOOL

TYPE OF RELATIONSHIP	SCHOOL'S AREA OF INVOLVEMENT	THEME	TOPIC OF STUDY
Relationship with the self, in which the person seeks ways to protect his/her organism and develop physically and psychologically.	Acquisition of an overall view of health.	. Health issues	- concept of need - satisfaction of needs: safety and development - factors having an influence on health and decisions - the individual's health situation in view of these influences - guiding principles for the establishment of a sound, healthy life style
		. Eating habits	- bad eating habits - advantages and disadvantages of certain eating habits - reasons for eating habits - food consumption vs energy expended
	Integration of good hygiene habits necessary to maintain physical and psychological health.	. Personal hygiene	- personal cleanliness - menstrual hygiene - myths associated with menstruation - skin care - oral hygiene - sleep - outdoor activities - physical exercise - clothing - adolescent behaviour - advantages of proper hygiene
		. Mental health	- psychological well-being - elements of psychological well-being - impact of elements on well-being and interrelations among them - hierarchy of needs - needs satisfied compared to needs to be satisfied - personal actions - interrelation of people and their social environment - adjustment and adaptation to the environment - similarities and differences among individuals - interrelation, adaptation, complementarity
Relationship with the physical environment, in which the person endeavours to adjust to his/her environment, to protect himself/herself, and to develop.	Acquisition of knowledge, adoption of attitudes and behaviour of a preventive nature concerning certain dangers of modern life.	. Means of transportation	- accidents caused by vehicles - safety rules for bicycles - legal status of bicycles and snowmobiles - legal aspects of using a moped - laws and regulations concerning automobiles - kinds of motorcycle and snowmobile accidents - circumstances increasing the risk of motorcycle and snowmobile accidents - motorcycle equipment - ways to reduce accidents - boating accidents - circumstances increasing the risk of accidents - prevention - driving accidents - risk factors

TYPE OF RELATIONSHIP	SCHOOL'S AREA OF INVOLVEMENT	THEME	TOPIC OF STUDY
			- risks caused by motorization - prevention through knowledge, attitudes, and behaviour - means of transportation for work and leiscre activities - advantages and disadvantages of various means of transportation
		. Dangerous tools	- dangerous tools in the home - sources of information on safety procedures - safety procedures - concept of vulnerability - causes of accidents in workshops or work environment - preventive measures - safety rules in workshops - firearms, related dangers, and safety rules
		. Hazardous products	- kinds of hazardous industrial materials - possible effects on the organism - prevention - warning symbols
		. Fire	- conditions in which a fire starts - prevention rules - what to do in case of fire - evacuation procedures - rules applying to public places and private homes
		. Drugs	- definition - kinds of drugs - immediate, short-term, and long-term effects - dangers of drugs - reasons for using drugs and values of users - values not considered by users - consequences for the user's future - alternatives to using drugs - legal aspects - impact of drug use on the lives of close relatives - rights of non-users - those who benefit from drug use
		. Pollution	- environmental resources - polluting behaviour - behaviour as an individual - other behaviour - areas of pollution - kinds of pollution - individual-environment relationship - waste disposal - personal decisions and commitments
	Awareness of the importance of recreation in planning his/her life.	. Recreational activities	- kinds of recreational activities - personal benefit from recreational activities - benefits sought - importance of recreational activities for health - time devoted to recreational activities

TYPE OF RELATIONSHIP	SCHOOL'S AREA OF INVOLVEMENT	THEME	TOPIC OF STUDY
Relationship with the human environment in which the person endeavours to establish sound, self-actualizing relations with others and to to build a living environment of quality for himself/herself and for others.	Preparing to take charge of his/her health and that of others.	. Child care	- responsibilities of babysitting - parents' expectations - possible dangers - list of activities - behaviour in case of emergency - personal safety while babysitting - personal safety when returning home
		. First aid	- first aid and treatment - types of care - personal attitudes - behaviour to adopt - emergency care in case of respiratory problems, bleeding, fractures, back injuries, burns, poisoning, unconsciousness, eye injuries, injuries resulting from exposure to cold - common injuries - artificial respiration methods - taking a pulse - bandages - transporting an injured person - attitude toward an injured person
		. Health services	- names of services - kinds of services - location of these services - reasons for using these services
		. Occupational health	- considerations involved - responsibilities - workers' rights - available resources - sources of information

5.2 Learning Objectives

To give the reader an overall view of the objectives pursued in secondary school, the following table lists the Health Education general objectives and the terminal objectives related to them.

The following pages present the terminal objectives of both cycles of secondary school in a more explicit fashion, namely with all of the intermediate objectives that relate to them.

DISTRIBUTION OF THE LEARNING OBJECTIVES OF HEALTH EDUCATION IN SECONDARY SCHOOL

GENERAL OBJECTIVES	TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES*
The students are to:	**The student will be able:**	
1. Acquire an overall view of health.	First Cycle	
	T.1 To show that satisfying needs makes it possible to maintain proper functioning of the body and permits the organism as a whole to develop.	(5)
	Second Cycle	
	T.1 To give a brief description of the problems related to maintaining health.	(4)
2. Integrate into their daily life the health practices necessary to maintain their physical and psychological health.	First Cycle	
	T.2 To practise personal hygiene that is appropriate for adolescents.	(9)
	T.3 To identify the needs that must be met in order to feel good about oneself.	(9)
	Second Cycle	
	T.2 To evaluate certain eating habits of adolescents and adults.	(6)
	T.3 To judge the consistency between his/her knowledge and habits of personal hygiene.	(5)
	T.4 To illustrate the importance of being in harmony with those around him/her.	(9)

* The number in brackets corresponds to the number of intermediate objectives related to the terminal objective.

GENERAL OBJECTIVES	TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES*
	First Cycle	
	T.4 To present the various points to consider regarding the use of vehicles by adolescents.	(16)
	T.5 To use dangerous tools safely.	(4)
3. Acquire information and adopt attitudes and behaviour of a preventive nature concerning certain dangers of modern life.	T.6 To know what to do in case of fire.	(4)
	T.7 To identify the values underlying the decision to use or not to use drugs.	(11)
	T.8 To respect the school, family, and public environment.	(6)
	Second Cycle	
	T.5 To analyse the risks involved in using an automobile.	(4)
	T.6 To make a sensible choice of the means of transportation used to get to and from work or for recreation.	(4)
	T.7 To prevent accidents in workshops.	(4)
	T.8 To state the points to consider before using firearms.	(7)
	T.9 To prevent accidents related to industrial products.	(4)
	T.10 To state fire safety rules for public places and the home.	(2)
	T.11 To make well-informed decisions concerning the use of drugs.	(9)
	T.12 To make decisions which respect the physical environment and protect public health.	(6)

* The number in brackets corresponds to the number of intermediate objectives related to the terminal objective.

GENERAL OBJECTIVES	TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES*
4. Become aware of the importance of leisure in planning their life.	First Cycle	
	T.9 To describe briefly the personal benefits of certain recreational activities.	(4)
	Second Cycle	(4)
	T.13 To assess the importance of recreation in his/her life.	
5. Assume responsibility for their own health and that of others.	First Cycle	
	T.10 To acquire a basic knowledge of child care.	(8)
	T.11 To describe basic first aid procedures.	(10)
	Second Cycle	
	T.14 To administer first aid for common injuries.	(17)
	T.15 To use the health services he/she needs.	(6)
	T.16 To give a brief description of the rights, responsibilities, and resources related to the protection of workers.	(6)

* The number in brackets corresponds to the number of intermediate objectives related to the terminal objectives.

Terminal and Intermediate Objectives First Cycle

THEME: Health Issues

TERMINAL OBJECTIVE 1

TO SHOW THAT SATISFYING NEEDS MAKES IT POSSIBLE TO MAINTAIN PROPER FUNCTIONING OF THE BODY AND PERMITS THE ORGANISM AS A WHOLE TO DEVELOP.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
1.1 To name the elements that characterize the concept of need.	- Elements: . natural needs . inner forces . lack to be filled . balance . development
1.2 To review the various needs of the organism.	- See elementary school program
1.3 To classify these needs as being related to keeping the body functioning properly or to personal development.	- Needs related to the functioning of the body: . eating . drinking . sleeping . washing . exercising - Needs related to personal development: . loving . being loved . learning . meeting challenges . making decisions
1.4 To review the consequences of satisfying or not satisfying these needs.	- See elementary school program, T.O.1, first cycle
1.5 To list the needs that must be satisfied in order of importance.	- Hierarchy of needs (Maslow): . hunger and thirst . safety . love . esteem . achievement

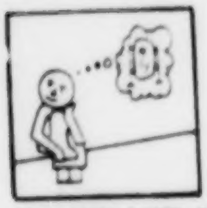
THEME: Personal Hygiene

TERMINAL OBJECTIVE 2

TO PRACTISE PERSONAL HYGIENE THAT IS
APPROPRIATE FOR ADOLESCENTS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
2.1 To wash his/her body every day.	- Daily personal care: . hair . genitals . underarms . hands
2.2 To practise proper hygiene during menstruation.	- Menstrual hygiene: . choice of tampons and sanitary napkins . frequency in changing tampons and sanitary napkins . appropriateness of taking medication . choice of medication
2.3 To discuss the myths associated with menstruation.	- Myths concerning: . physical exercise during menstruation . body cleanliness (odour) . sickness . mood swings
2.4 To practise proper skin care.	- Skin care: . Use of cosmetics: . quality of products used . makeup . importance of removing makeup . technique of makeup removal . Use of a razor: . care of the razor . care of the skin . Treatment of acne: . cleanliness of the skin . seeing a doctor . choice of products . diet

2.5 To use proper oral hygiene.	- Oral hygiene: . toothbrush . brushing (technique and frequency) . fluoride (application) . flossing . diet
2.6 To ensure that the conditions for a good night's sleep are fulfilled.	- Conditions: . awareness of his/her needs . adjusting his/her sleep to his/her needs . sleep environment . physical and mental state
2.7 To engage in outdoor activities and take all the necessary precautions.	- Protection from the sun and cold: . protection of the body (oil, cream) . exposure time
2.8 To exercise regularly.	- Physical exercise: . importance of physical activity . energy expended . choice of activities according to his/her state of health
2.9 To wear proper clothing.	- Clothing: . choice of clothing according to weather conditions and type of activity . cleanliness of clothing . wearing suitable underclothing.



THEME: Mental Health

TERMINAL OBJECTIVE 3

TO IDENTIFY THE NEEDS THAT MUST BE MET IN ORDER ORDER TO FEEL GOOD ABOUT ONESELF.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
3.1 To state in his/her own words what it means to feel good about oneself.	
3.2 To give examples from everyday life of feeling good about oneself.	
3.3 To discuss with his/her peers what feeling good about oneself means for each of them.	
3.4 To identify the main elements that characterize feeling good about himself/herself.	- Elements: . self-confidence . self-esteem . pleasure . zest for life . independence . personal identity . inner harmony . physical well-being
3.5 To identify the impact of each of these elements on the psychological well-being of a person.	- Impact: . feelings associated with each one of these elements
3.6 To identify the interrelations among these elements.	- Interrelations: . self-confidence — self-esteem — personal identity — zest for life — independence — pleasure — harmony
3.7 To identify the basic need that must be satisfied in order to feel good about oneself.	- Basic need: . self-confidence . impact of self-confidence on the satisfaction of other needs

3.8 To identify those of his/her needs that seem to have been satisfied and those that must be satisfied in order to feel good about himself/herself, using the previous discussions as a starting point.	- Degree of satisfaction of needs: . self-confidence . self-esteem . pleasure . zest for life . independence . personal identity . inner harmony
3.9 To indicate what he/she can do to feel better about himself/herself.	- Steps to take: . getting to know himself/herself . exploring new activities . accepting new challenges . expressing his/her ideas, feelings and desires

THEME: Means of Transportation

TERMINAL OBJECTIVE 4

TO PRESENT THE VARIOUS POINTS TO CONSIDER REGARDING THE USE OF VEHICLES BY ADOLESCENTS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
4.1 To review general information about accidents involving the use of different kinds of vehicles.	- See elementary school program
4.2 To be aware of the safety rules to follow when cycling with a group.	- Safety rules concerning: . condition of the bicycle . travelling on roads . clothing . first aid kit
4.3 To identify the safety rules to follow when cycling in heavy traffic.	- Safety rules concerning: . travelling zone . highway safety code . accommodating to traffic
4.4 To describe the legal status of motorcycles and snowmobiles.	- Legal status of: . motorcycles . snowmobiles
4.5 To identify the legal aspects of using mopeds.	- Legal aspects and regulations: . authorization . categories and restrictions . obtaining permits or licences . moped equipment . highway safety code . clothing
4.6 To review the regulations and laws applicable to all motorists.	- Regulations and laws: . highway safety code . symbols and signals . Criminal Code - Police intervention . police officer's role . prevention . protection of citizens . traffic regulations

	- Provincial law . insurance . demerit points . responsibility - Municipal regulations
4.7 To indicate the main types of accidents involving motorcycles and snowmobiles.	- Motorcycle accidents: . falls . collisions . with pedestrians . with motor vehicles . with obstacles . overturning - Snowmobile accidents: . falls . collisions . with other snowmobiles . with obstacles (trees, fences, etc.) . drowning while crossing ice
4.8 To indicate conditions which increase the risks of accidents involving motorcycles.	- Conditions which increase the risks of accidents: . bad weather . slippery roads . roads in bad condition . heavy traffic . motorcycle in bad condition . drug or alcohol use . violation of road safety regulations . lack of experience
4.9 To indicate the conditions which increase risks of accidents involving snowmobiles.	- Conditions which increase the risks of accidents: . bad weather . driving a new model of snowmobile . snowmobile in bad condition . overloaded snowmobile . driving at night . dangerous areas . hills . frozen lakes and rivers . thick snow . ice . public roads

. drug or alcohol use
. lack of experience
. violation of highway safety code

4.10 To describe the required equipment for motorcycles, drivers, and passengers.

- Required equipment according to:
  . provincial laws
  . municipal regulations

4.11 To indicate ways of decreasing the risks and consequences of motorcycle or snowmobile accidents.

- Means to decrease risks:
  . adequate equipment and clothing
  . motorcycle maintenance
  . motorcycle inspection
  . knowledge of and respect for:
    . rules for driving safely in bad weather
    . highway safety code
    . rules for defensive driving
  . driver's sobriety
  . mechanical checkups
  . planning and communicating his/her itinerary
  . knowledge of first aid

4.12 To indicate the different kinds of boating accidents.

- Kinds of accidents:
  . drowning
  . injuries: blows, bleeding, fish hook in the flesh, etc.
  . collisions with other boats or running over swimmers
  . capsizing

4.13 To indicate conditions which increase the risks of boating accidents.

- Conditions which increase the risks of accidents:
  . bad weather
  . lack of boating experience
  . overloaded boat
  . defective equipment
  . sudden movements
  . passengers who can't swim
  . inadequate lifesaving equipment
  . not understanding signals received
  . very cold water
  . navigating at night
  . drug or alcohol use
  . risks when fuelling

4.14 To identify ways of reducing the risks of boating accidents.	- Means to decrease risks:
	. navigating in daylight hours and in good weather
	. adequately maintaining the boat and the equipment
	. being familiar with handling the boat
	. knowing the Canadian system of buoys and the marine code
	. being aware of and obeying the safety rules, laws, and regulations concerning:
	  . boating equipment
	  . lifesaving equipment
	  . navigation in cold waters
	  . other boats
	. knowing first aid
	. always having a first aid kit on hand

4.15 To indicate how to obtain a driver's licence.	
4.16 To be aware of the attitudes and behaviour to adopt in case of a car accident.	

THEME: Dangerous Tools

TERMINAL OBJECTIVE 5

TO USE DANGEROUS TOOLS SAFELY.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
5.1 To identify dangerous tools used in the home.	- Dangerous tools: . garden tools . workshop tools . household implements
5.2 To point out the dangers that these tools represent.	- Possible dangers: . electric shocks . cuts . burns . fractures . mutilation or loss of a limb
5.3 To know where to get information concerning the safe use of these tools.	- Sources of information: . parents . vocational sector teachers . manufacturers' instructions . government information brochures
5.4 To describe the safety procedures required when using these tools.	- Safety procedures pertaining to: . place of use . assembly . handling the tool . storing the tool . clothing

THEME: Fire

TERMINAL OBJECTIVE 6

TO KNOW WHAT TO DO IN CASE OF FIRE.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
6.1 To identify the conditions necessary for a fire to start and spread.	- Required conditions: . oxygen . fuel . heat
6.2 To establish preventive measures, taking into consideration the conditions required for a fire to start and spread.	- Fire prevention measures concerning: . storage . keeping the premises clean and orderly . garbage . inflammable liquids . heat sources (matches, radiators, motors, stoves, electricity, heating systems, etc.) . ventilation
6.3 To establish the rules to follow in case of fire, taking into consideration the conditions necessary for a fire to start and spread.	- Instructions concerning: . cutting the oxygen supply to the fire . moving around in the burning building . identifying the areas on fire . locating areas where heat is intense
6.4 To know basic instructions for evacuating a burning building.	- Basic instructions concerning: . fire alarms . evacuation plans at school and at home

THEME: Drugs

TERMINAL OBJECTIVE 7

TO IDENTIFY THE VALUES UNDERLYING THE DECISION TO USE OR NOT TO USE DRUGS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
7.1 To define the term "drug."	- Definition: . substance which has an effect on the physiology and the psychological state of users
7.2 To identify the various drugs used by adolescents (for non-medical purposes).	- Various drugs: . tobacco, alcohol, marijuana, hashish, glue and solvents, L.S.D., mescaline, medication, etc.
7.3 To give a brief description of the perceptible effects of these drugs on individuals.	- Perceptible effects: . immediate effects on perception, attitude, and behaviour . short-term effects . long-term effects
7.4 To list the risks of drug use according to quantities taken.	- Risks: . risks of various drugs . risks dependent on quantities taken
7.5 To discuss with his/her peers the reasons why people use drugs.	- Reasons: . to satisfy immediate need for relaxation, pleasure, energy, relief from anxiety, social relationships, "highs," and experimentation
7.6 To indicate the values underlying the use of drugs.	- Underlying values: . immediate freedom of action . intensity of the moment . belonging to a group . euphoria, pleasure . general well-being . immediate well-being . self-assertion . serenity, peace of mind . transcending personal limitations . escape from various personal and social problems

7.7 To state whether drug use enables people to achieve the desired immediate, short-term, or long-term effects.	- Motives and effects: . relationship between the reasons for using drugs and their immediate effects . relationship between the reasons for using drugs and their short-term and long-term effects
7.8 To state the values to which drug users should give more consideration.	- Values: . truth (concerning the effects observed) . health . freedom . independence . social responsibility . respect for other people . future . self-discipline
7.9 To discuss with his/her peers the values they would consider in deciding to use or not to use drugs.	- Personal values
7.10 To imagine other things to do instead of taking drugs.	- Substitutions: . relaxation . leisure activities . social activities
7.11 To be aware of the legal aspect of drug use.	- Legal aspects: . Criminal Code . legal precedents . Young Offenders Act . Youth Protection Act

THEME: Pollution

TERMINAL OBJECTIVE 8

TO RESPECT THE SCHOOL, FAMILY, AND PUBLIC ENVIRONMENT.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
8.1 To be aware of the resources of his/her physical environment.	
8.2 To recognize that he/she may contribute to pollution in his/her daily activities.	
8.3 To observe the people around him/her with regard to their respect for the environment.	- Behaviour: . at school . at home . in public places
8.4 To indicate which of these types of behaviour could be considered as contributiing to pollution.	- Examples of pollution: . littering . throwing papers on the ground . throwing food around . leaving garbage anywhere . smoking in an enclosed area . noise pollution . graffiti
8.5 To indicate, among the types of pollution-causing behaviour stated earlier, those that are part of his/her daily habits.	
8.6 To be aware of alternative behaviour that helps protect the environment.	

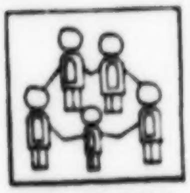
THEME: Recreational Activities

TERMINAL OBJECTIVE 9

TO DESCRIBE BRIEFLY THE PERSONAL BENEFITS OF CERTAIN RECREATIONAL ACTIVITIES.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
9.1 To name various recreational activities.	- Recreational activities: . reading . sports (individual, group, outdoor, etc.) . the arts (movies, dancing, painting, music, etc.) . renovations, do-it-yourself jobs . board games . handicrafts . travel
9.2 To state, in his/her own words, what benefits are derived from certain recreational activities.	- Examples of personal benefits: . to see and hear beautiful things . to learn something . to accomplish something . to face a challenge . to find out more about something . to do something exciting and interesting . to rest . to relax
9.3 To discuss with his/her peers their personal experience when participating in certain recreational activities.	- Personal feelings: . points agreed upon . points disagreed upon
9.4 To state the personal benefits he/she is particularly seeking in certain recreational activities.	

THEME: Child Care

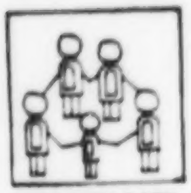


TERMINAL OBJECTIVE 10

TO ACQUIRE A BASIC KNOWLEDGE OF CHILD CARE.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
10.1 To recognize that most adolescents are encouraged to babysit or to supervise groups of children.	- Need to earn money - Desire for new responsibilities
10.2 To be aware of the responsibilities entailed in babysitting.	- Responsibilities of babysitting: . dealing with the children's basic needs . satisfying the parents' expectations - Parents' responsibilities (employers): . babysitters' pay . working conditions
10.3 To make a list of what parents expect of the babysitter.	- Parents' expectations: . to keep the children healthy and safe . to organize activities which will help the children relax and develop . to respect the existing house rules
10.4 To tell why it is necessary to be aware of the parents' expectations.	- Usefulness of knowing parents' expectations: . better relations with the children . better relations with the parents . personal satisfaction

10.5 To indicate the main accidents which can happen while babysitting or supervising a group of children.	- Risks of accidents in a home: . falls . fire . injuries . choking . poisoning - Risks of accidents outside the home: . drowning . fractures . injuries . poisoning . exposure to the cold
10.6 To make a list of activities that might interest the children he/she babysits and that might help them develop.	- List of activities: . list of indoor and outdoor activities suitable for the children's age
10.7 To describe what he/she should do in case of an accident or an emergency while babysitting.	- Required measures: . evacuation plan in case of fire . first aid . telephone numbers on hand . (police, fire department, neighbours, relatives, poison control centre, parents if possible)
10.8 To describe what he/she must do to ensure his/her own safety while babysitting.	- Safety measures: . while he/she is babysitting . when returning home



THEME: First Aid

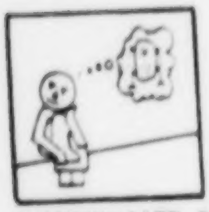
TERMINAL OBJECTIVE 11

TO DESCRIBE BASIC FIRST AID PROCEDURES.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
11.1 To distinguish between first aid and treatment.	- First aid: . immediate care given while waiting for a doctor - Treatment: . medical care
11.2 To describe the type of care given as first aid.	- Care: . purpose of the care . nature of the responsibility . time when care is given
11.3 To describe the general attitude to adopt when first aid is required.	- General attitude: . toward the injured person . about personal safety
11.4 To describe the general behaviour to adopt when first aid is required.	- General behaviour: . putting theory into practice . use of first aid techniques . request for help . personal safety
11.5 To demonstrate the first aid procedure in case of a respiratory emergency.	- First aid procedure: . position of the injured person . basic techniques in case of choking (abdominal thrust) . artificial respiration
11.6 To describe the first aid procedure in case of bleeding caused by severe cuts or wounds.	- First aid procedure: . in case of cuts and wounds . in case of cuts with foreign matter remaining in the skin . in case of nosebleed

11.7 To indicate the first aid procedure in case of sprains or fractures.	- First aid procedure: . moving the injured person . supporting the injured limb . splints
11.8 To indicate the first aid procedure in case of injuries to the back or neck.	- First aid procedure: . importance that the injured person not be moved (immobilization) . getting help
11.9 To indicate the first aid procedure in case of burns.	- First aid procedure: . in case of burns to the body . in case of burns to the eyes
11.10 To indicate the first aid procedure to follow in case of poisoning.	- Procedure: . first steps . specific measures depending on nature of poison

Terminal and Intermediate Objectives
Second Cycle



THEME: Health Issues

TERMINAL OBJECTIVE 1

TO GIVE A BRIEF DESCRIPTION OF THE PROBLEMS RELATED TO MAINTAINING HEALTH.

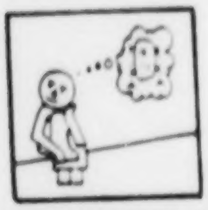
INTERMEDIATE OBJECTIVES	RELATED CONTENT
1.1 To identify the various factors that influence health.	- Factors: . advertising . economic conditions . working conditions . climatic conditions . peers, parents . health services (hospitals, C.L.S.C., C.S.C., etc.) . the individual
1.2 To give a brief description of the effect of these factors on maintaining health.	- Effect: . none . positive . negative
1.3 To describe how decisions concerning health are usually made, using examples from everyday life.	- Decision process: . examples related by the students . importance given to the various factors identified earlier . dominant factors in various situations . mutual influence of the various factors
1.4 To describe briefly the situation of an individual trying to maintain good health.	- Situation: . environment: . influence of various factors on his/her decisions, habits and behaviour . living conditions which are good or bad for his/her health . abundance or absence of available resources having a preventive or curative action . individual: . has certain personal values, tastes and preferences that are sometimes contradictory . has the prime responsibility for his/her own health . must live in a given cultural environment

THEME: Eating Habits

TERMINAL OBJECTIVE 2

TO EVALUATE CERTAIN EATING HABITS OF ADOLESCENTS AND ADULTS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
2.1 To identify eating habits that are harmful to health.	- Poor eating habits: . eating on the run, eating at irregular hours, regularly having unbalanced meals, skipping meals, drinking too much tea or coffee, eating too much junk food or food causing tooth decay, and eating while studying
2.2 To assess the advantages and disadvantages of each one of these eating habits.	- Effects: . nutrition . resistance and stamina . well-being . productivity . dental health . nervous tension
2.3 To assess the advantages and disadvantages of regularly consuming a large amount of junk food.	- Evaluation: . types of junk food leading to tooth decay . effects of these foods
2.4 To evaluate the advantages and disadvantages of following fad diets.	- Diets: . kinds of diets . effects of these diets . good diets
2.5 To discuss with his/her peers the reasons that lead adolescents and adults to behave in ways that are detrimental to their health.	
2.6 To evaluate calorie intake in relation to calorie expenditure.	- Evaluation: . to assess daily calorie intake in terms of daily intake of food . to assess the calories burned during different activities



THEME: Personal Hygiene

TERMINAL OBJECTIVE 3

TO JUDGE THE CONSISTENCY BETWEEN HIS/HER KNOWLEDGE AND HABITS OF PERSONAL HYGIENE.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
3.1 To review the concepts of personal hygiene learned earlier.	- See elementary school program (T.O.4, first cycle, T.O.4, second cycle) and Terminal Objective 2 of the secondary school program, first cycle
3.2 To judge whether his/her current habits are in keeping with the knowledge acquired.	
3.3 To indicate the reasons that motivate him/her to follow or not to follow the basic rules of hygiene.	- Reasons: . personal norms . social norms . other
3.4 To decide whether there is any real advantage in not following the basic rules of hygiene or in misusing them.	- Misuse of the basic rules of hygiene: . excessive use of soap or shampoo . foams . vaginal douches . perfumes
3.5 To review the benefits of following the basic rules of personal hygiene.	- See elementary school program (T.O.4, first cycle and second cycle)

THEME: Mental Health

TERMINAL OBJECTIVE 4

TO ILLUSTRATE THE IMPORTANCE OF BEING IN HARMONY WITH THOSE AROUND HIM/HER.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
4.1 To review the needs that must be satisfied in order to feel good about oneself.	- See T.O.3, secondary school, first cycle
4.2 To indicate the situations that can hinder the satisfaction of these needs during adolescence.	- Potential situations: . failure in his/her studies . dropping out of school . family problems . difficulty in finding work (unemployment) . difficulty in making friends
4.3 To evaluate the potential effect of these situations on his/her psychological well-being.	- Potential effect: . disillusionment . depression . statistics regarding adolescent suicide
4.4 To find the elements in these different situations that could hinder his/her well-being.	
4.5 To find the consistent factors in these elements.	
4.6 To establish the link between the search for psychological well-being, what has been discovered in discussing these various questions, and the concept of interaction of human beings and their environment.	- Concepts: . harmony . interaction . discussion . expectations . satisfaction - Feelings about oneself and about pressures from his/her environment
4.7 To identify the essential conditions for establishing a harmonious relationship with those around him/her.	- Conditions: . self-awareness . needs . desires . expectations

	. potential and limitations . awareness of others: . openness to the problems of others . their expectations, needs, and potential . adjusting to the environment (definition) . adapting to the environment (definition)
4.8 To find everyday situations that require some adjustment and adaptation so that he/she can feel good about himself/herself.	- Situations: . at school . in the family . in his/her peer group
4.9 To identify means of promoting harmony with those around him/her.	- Means: . playing a part in changing his/her environment . changing his/her behaviour or attitudes that are an impediment to his/her harmony with the environment

THEME: Means of Transportation

TERMINAL OBJECTIVE 5

TO ANALYSE THE RISKS INVOLVED IN USING AN AUTOMOBILE.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
5.1 To be aware of the risks involved in driving an automobile.	- Risks: . serious injuries . death . destruction of property . loss of work . traffic violations . imprisonment . permanent handicap
5.2 To show the influence of certain factors on the seriousness of certain risks.	- Factors: . alcohol and drug use . speed . road conditions . condition of the automobile . physical and psychological state of the driver . reaction time in critical situations . noise
5.3 To show that the use of motor vehicles involves increased risk of serious injuries and even death.	- Probabilities depending on: . reliability of the car . mechanical wear and tear . reaction time in critical situations . drivers' ability and competence . number of drivers
5.4 To show that knowledge and preventive attitudes and behaviour can greatly reduce risks.	- Evaluation: . knowledge: of self, the mechanics of automobiles, highway safety code, etc. . attitudes: keeping the vehicle in good working order, awareness of road conditions and weather or temperature changes . behaviour: self-control when skidding or in case of a flat tire . number of drivers . drivers' skills and competence

THEME: Means of Transportation

TERMINAL OBJECTIVE 6

TO MAKE A SENSIBLE CHOICE OF THE MEANS OF TRANSPORTATION USED TO GET TO AND FROM WORK OR FOR RECREATION.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
6.1 To indicate the main means of transportation used for getting to and from work or for recreation.	- Means of transportation: . work . leisure activities
6.2 To review the dangers related to the means of transportation studied earlier.	- Review: . See T.O.6, first cycle and second cycle of the elementary school program, Health Education section . See Terminal Objective 4, secondary school, first cycle, Vehicles . See Terminal Objective 5, secondary school, second cycle, Driving
6.3 To evaluate the advantages and disadvantages of the means of transportation used to get to and from work.	- Advantages and disadvantages: . comparison criteria . travel time . cost . danger - safety . pollution . legal implications . stress
6.4 To evaluate the advantages and disadvantages of the means of transportation used for leisure activities.	- Advantages and disadvantages: . selection criteria . relaxation . pollution . cost . danger - safety . legal implications . enjoyment

THEME: Dangerous Tools

TERMINAL OBJECTIVE 7

TO PREVENT ACCIDENTS IN WORKSHOPS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
7.1 To recognize that many accidents happen in workshops.	- Risks of accidents related to: . use of tools . air . noise . toxic products . dust
7.2 To indicate the possible causes of accidents.	- Causes of accidents: . personal causes . external causes
7.3 To indicate ways to prevent accidents.	- Ways to prevent accidents: . self-control . proper use of machines and tools . cleanliness in the workplace . observing safety regulations and procedures
7.4 To learn the safety regulations for workshops.	- Importance of information: . top priority when a person is hired . prevention

THEME: Dangerous Tools

TERMINAL OBJECTIVE 8

TO STATE THE POINTS TO CONSIDER BEFORE USING FIREARMS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
8.1 To recognize that firearms are one of the main causes of accidents among adolescents.	- Canadian statistics on accidental deaths
8.2 To give the legal definition of "firearm."	- Definition: . "Any barrelled weapon from which can be shot a bullet or missile, capable of causing serious bodily injury or death. It is a frame or receiver of such a weapon or the potential adaptability of the frame or receiver for use as a firearm." (Canadian Criminal Code)
8.3 To identify the different types of weapons which correspond to the legal definition of a "firearm."	- Types of firearms: . rifles . pistols and revolvers . shotguns
8.4 To identify the persons authorized to carry a firearm and to state under what conditions.	- Persons authorized to carry a firearm: . police officers . military personnel . other persons in possession of firearm licences, including young adults - Circumstances . civil protection . protection of property . hunting . self-protection
8.5 To list the individual's rights and responsibilities related to the possession and use of firearms.	- Rights and responsibilities according to: . the Criminal Code . provincial law

8.6 To indicate what circumstances increase the risks of accidents involving firearms.	- Circumstances which increase the risks of firearm accidents: . inexperienced user . storing and transporting a loaded firearm . firearm in poor condition . ignorance of hunting safety rules . carelessness when using a firearm

8.7 To indicate ways of reducing the risks of firearm accidents.	- Ways of reducing firearm accidents:
	. learning how to use, clean, and store a firearm before using it
	. knowing and observing the firearm safety rules for:
	  . use
	  . transportation
	  . storing
	  . cleaning

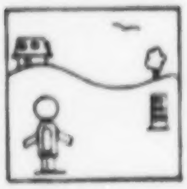
THEME: Hazardous Products

TERMINAL OBJECTIVE 9

TO PREVENT ACCIDENTS RELATED TO INDUSTRIAL PRODUCTS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
9.1 To name industrial products that are hazardous to health.	- Dangerous industrial products: . various gases . airborne dust . asbestos . copper . mercury . radioactive material . various toxic products (acids, etc.) . household products (pesticides, aerosols, carbon tetrachloride, etc.)
9.2 To indicate the possible effects of these products on humans.	- Possible effects: . skin diseases . respiratory problems . eye irritations . burns . cancer
9.3 To indicate ways of preventing accidents and illnesses caused by industrial products.	- Prevention: . prevention at the source: proper ventilation and waste disposal . knowledge of handling procedures . use of protective clothing (shields and masks) . medical examination . refusing to work in dangerous conditions
9.4 To identify the safety symbols found on various industrial products.	

THEME: Fire



TERMINAL OBJECTIVE 10

TO STATE FIRE SAFETY RULES FOR PUBLIC PLACES AND THE HOME.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
10.1 To identify fire safety regulations for public places.	- Safety instructions concerning: . the evacuation of a building . service stations
10.2 To identify fire safety rules for the home.	- Safety rules: . make sure young children are not left alone . have an evacuation plan . keep fire extinguishers on hand . keep the premises clean and uncluttered . have adequate electrical wiring . have an adequate heating system . have responsible babysitters . keep the fire emergency telephone number on hand . be alert to signs that may indicate the start of a fire (caused by negligence or criminal act)

THEME: Drugs

TERMINAL OBJECTIVE 11

TO MAKE WELL-INFORMED DECISIONS CONCERNING THE USE OF DRUGS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
11.1 To review the concepts studied earlier about drugs.	- See T.O.8, elementary school, second cycle - See T.O.7, secondary school, first cycle
11.2 To recognize that drug use is strictly a personal decision.	- Personal decision: . concept of responsibility for his/her decisions and actions
11.3 To recognize that the decision to use drugs has serious consequences for his/her future.	- Consequences: . on the physical, psychological, professional, and social levels
11.4 To learn as much as possible about the legal aspects of drug use.	- Legal aspects: . Criminal Code . legal precedents . Young Offenders Act . Youth Protection Act
11.5 To be aware that drug use involves great expenses.	- Costs: . high costs of different drugs - Consequences of a constant need for money: . theft - robbery . prostitution
11.6 To be aware that drug use can create problems for his/her loved ones.	- Problems in: . relationships . financial affairs . social relations . health
11.7 To recognize the rights of non-users.	- Concept of freedom and individual rights

11.8 To indicate who benefits the most from drug use.	- Who benefits the most: . tobacco and alcohol industries , drug dealers , criminal organizations
11.9 To name activities which provide some of the satisfaction of drugs but do not have the same drawbacks.	- Other activities: . leisure activities . sports . social challenges . human relationships

THEME: Pollution

TERMINAL OBJECTIVE 12

TO MAKE DECISIONS WHICH RESPECT THE PHYSICAL ENVIRONMENT AND PROTECT PUBLIC HEALTH.

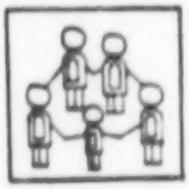
INTERMEDIATE OBJECTIVES	RELATED CONTENT
12.1 To identify various environments where humans frequently cause pollution.	- Environments: . manufacturing plants . farms . homes . parks and public places . municipal utilities . country homes
12.2 To name the types of pollution most frequently found in these places.	- Types of pollution: . air . water . soil
12.3 To recognize that he/she will be called to live in a more or less close relationship with several of these environments.	
12.4 To recognize that he/she will surely be affected by the polluting activities of others.	- Sources of pollution: . nearby sources (neighbours, community) . remote sources (acid rain, pollution of water table, "tourists," etc.)
12.5 To recognize that he/she will also have to dispose of his/her waste products.	- Inevitable nature of production and consumption
12.6 To identify certain decisions he/she will have to make for personal protection as well as the protection of the physical and human environment.	- Decisions to make: . as a consumer . as a member of the community . as a producer of goods . as a person responsible for the disposal of all kinds of waste products . as a person responsible for recovering and recycling waste products

THEME: Recreational Activities

TERMINAL OBJECTIVE 13

TO ASSESS THE IMPORTANCE OF RECREATION IN HIS/HER LIFE.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
13.1 To identify the needs that cannot be satisfied through work and daily responsibilities.	- Examples of needs: . doing new and interesting things, relaxation, creativity, health, friendship, camaraderie, freedom, functioning at his/her own rate, trying things out without fear of failure, social relationships, spontaneity, etc.
13.2 To discuss with his/her peers the importance of the above-mentioned needs.	
13.3 To list the consequences of not satisfying these needs.	- Consequences: . illness, boredom, depression, fatigue, tension, stagnation, aggression, social isolation, absence of rewarding relations with others . drug addiction
13.4 To indicate the time he/she would like to allot to recreational activities now and when he/she is working.	- Time allotted for recreational activities: . ideal scenario . worst case scenario



THEME: First Aid

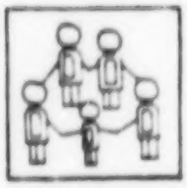
TERMINAL OBJECTIVE 14

TO ADMINISTER FIRST AID FOR COMMON INJURIES.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
14.1 To list the most common injuries people around him/her might sustain.	- Examples of common injuries at school, in the home, during leisure activities: . burns . fractures . suffocation . bleeding . injuries resulting from exposure to cold
14.2 To indicate the first decision to be made in an emergency.	- Decision: . help the injured person or call for help
14.3 To describe what to do for each of the above-mentioned injuries.	- What to do: . help the casualty first in case of: . asphyxiation . haemorrhage . exposure . minor burns . call for help first in case of: . fractures . severe burns
14.4 To indicate the responsibilities involved in giving first aid.	- Responsibilities: . give immediate and adequate care to the injured person . evaluate the situation . call a doctor immediately or make sure the injured person is taken to a hospital
14.5 To administer the required care in case of asphyxiation.	- First aid to be given: . check the state of asphyxiation . administer artificial respiration or have the person breathe fresh air, depending on the case

14.6 To demonstrate three methods of artificial respiration.	- Methods: . mouth-to-mouth . Holger Nielsen (back pressure-arm lift) . Silvester
14.7 To explain what to do in case of unconsciousness.	- See procedures recommended by the St. John Ambulance or by the Red Cross
14.8 To indicate the first aid to be given in case of bleeding.	- First aid: . wounds with mild bleeding . wounds with severe bleeding . wounds from which a foreign object cannot be removed . internal bleeding . bleeding form the scalp . bleeding from the palm of the hand . bleeding from the gums, tongue, or cheek
14.9 To indicate the first aid to be given in case of a fracture.	- First aid to be given in case of: . fractures of the hand, forearm, humerus, collarbone, thigh, or ankle
14.10 To indicate the first aid to be given in case of mild burns.	- First aid: . immersion of burned area in cold water or applying a clean, damp, cold cloth to it
14.11 To indicate the first aid to be given in case of eye injuries.	- First aid: . foreign body in the eye, lacerations, bruises
14.12 To indicate the first aid to be given for injuries resulting from exposure to cold (chilblains, etc.).	- First aid: . remove wet clothing . provide warmth
14.13 To take a pulse rate.	- Pulse: . radial pulse (systolic) . carotidal pulse (diastolic)
14.14 To identify the reasons for using bandages.	- See documents published by St. John Ambulance

14.15 To apply bandages correctly.	- Bandages: . sling to support arm, bandages for foot, stump, chest, shoulder, elbow, knee, hand, ankle, thumb, and fingertip
14.16 To illustrate various appropriate methods of transporting an injured person safely.	- Methods: . cradle, pick-a-back, human crutch, four-handed seat, two-handed seat
14.17 To indicate the attitudes to adopt with an injured person.	- Attitudes: . make sure the injured person is kept quiet . reassure the injured person



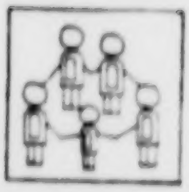
THEME: Health Services

TERMINAL OBJECTIVE 15

TO USE THE HEALTH SERVICES HE/SHE NEEDS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
15.1 To make a list of the health services he/she knows about.	
15.2 To compare the list with those of his/her peers.	
15.3 To make a complete list of health services with his/her peers.	- Health services: . hospital, D.S.C. . C.L.S.C. . C.S.S. . medical clinics . doctor . emergency services
15.4 To describe the various services offered by these persons or organizations.	- Services offered by the: . hospitals . C.L.S.C. . C.S.S. . doctors . medical clinics
15.5 To locate the various services offered within his/her community.	- Location of health services: . name of the organization . address . telephone number . name, address and telephone number of one or two doctors
15.6 To discuss with his/her peers the reasons for using health services.	- Use of health services: . normal use of health services according to his/her needs . abuse of the services

THEME: Occupational Health



TERMINAL OBJECTIVE 16

TO GIVE A BRIEF DESCRIPTION OF THE RIGHTS, RESPONSIBILITIES, AND RESOURCES RELATED TO THE PROTECTION OF WORKERS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
16.1 To indicate what should be considered to ensure the health of workers.	- Considerations: . physical safety . general working conditions (schedules, programs, production rate, etc.) . work atmosphere (tension, stress, human relations, etc.)
16.2 To identify those who are responsible for the health of workers.	- People responsible: . employers, workers themselves, legislators, unions, health services
16.3 To give a brief description of the general responsibilities of each.	- Responsibilities of: . employers . workers . legislators . unions . health services
16.4 To describe briefly workers' rights regarding health.	- Workers' rights: . the right to inform management, to refuse dangerous work, to work in a safe environment, to receive appropriate medical services, to have reasonable rest conditions, etc.
16.5 To name the medical resources available to workers.	- Resources: . health services provided in the plant . local health services . unions . ministère des Affaires sociales

16.6 To indicate the sources of information that can enable him/her to find out more about health problems at work.

- Sources of information:
  - . Commission de la santé et de la sécurité du travail
  - . Act respecting occupational health and safety (1979, S.Q. c. 63)
  - . collective agreement
  - . health services

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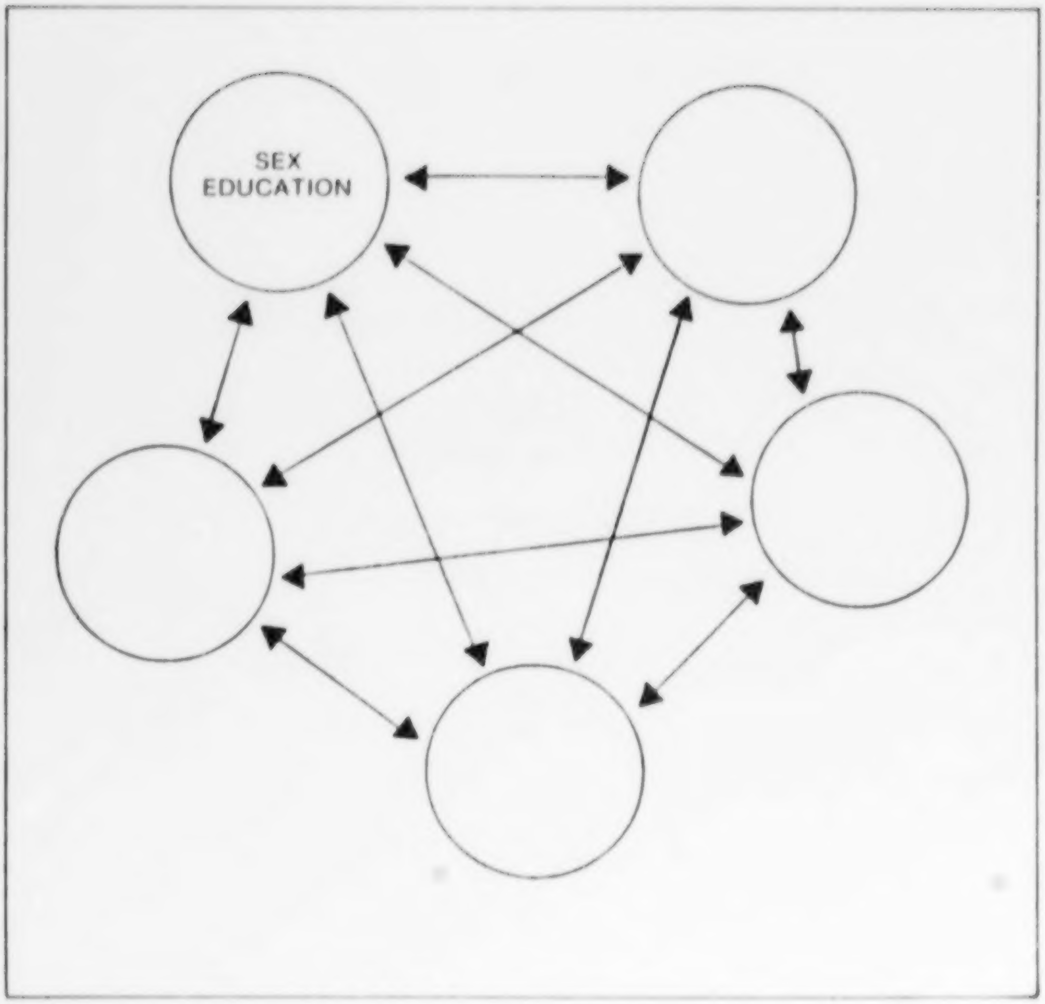
Sex Education


SEX EDUCATION

SUMMARY

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INTRODUCTION

For several years now, sex education has been widely discussed in Québec. As part of an experimental program introduced by the ministère de l'Éducation in 1971, some school boards and schools developed their own sex education courses. In addition, the ministère des Affaires sociales, through its information and prevention program, offered certain activities to be carried out in the schools. These experiments have stimulated a genuine awareness of sex education issues in various sectors and provided concrete material to ponder over. It is from these experiments and from the many discussions which ensued that the ministère de l'Éducation developed the present Sex Education program.

This section is one of five contained in the Personal and Social Education program that was developed to answer the needs of young people. In designing this program, the ministère took into consideration the concerns of young people, of the population as a whole and of the great majority of organizations involved in sex education, particularly the Conseil supérieur de l'éducation and its confessional committees.

Before introducing the objectives and related contents of each level of elementary school and secondary school, it is necessary to provide information about the orientations and the philosophy of the Sex Education program. This information focuses on the following five points:

- place of Sex Education in a young person's total education;
- nature of Sex Fducation;
- issues treated in Sex Education;
- guiding principles of the program;
- orientations of the program.

1. PLACE OF SEX EDUCATION IN A YOUNG PERSON'S TOTAL EDUCATION

1.1 CONTRIBUTION TO STUDENTS' DEVELOPMENT

The Sex Education section, like all the other sections of the program, primarily aims at the students' personal and social development. This development, however, is approached from a particular point of view.

The aim of Sex Education, from the point of view of personal development, is to enable the students to acquire a better understanding of themselves as sexual beings, to form a positive image of their sexual identity, to develop a positive attitude with regard to psychosexual changes, and to integrate values that will enable them to express their sexuality in a rewarding way. This section covers the various aspects of sexuality. The students' learning process includes acquisition of information, reflection, and integration.

The aim of Sex Education, as regards social development, is to enable the students to acquire a better understanding of other people and their sexual attitudes and behaviour, to accept individual differences, to understand the significance of various types of behaviour associated with sexuality, to develop the capacity to communicate in a rewarding way, and to become aware of the different social functions of sexuality. The students are thus involved in acquiring information, accepting others, and reflecting on the various types and levels of relationships.

1.2 SPECIAL CONTRIBUTION TO THE PERSONAL AND SOCIAL EDUCATION PROGRAM

As one of the five sections in the Personal and Social Education program, Sex Education forms part of a whole while retaining its specific dimension. In this sense, the five sections supplement and clarify each other, and sometimes relate quite specifically to each other.

RELATIONSHIP BETWEEN THE SEX EDUCATION SECTION AND THE OTHER SECTIONS

Other Sections	Sex Education
Health Education →	Healthy body - mental stability - well-being.
Interpersonal Relationships →	Understanding of the psychological and emotional dimensions involved in encountering other people as sexual beings.
Consumer Education →	Focus on the various forms taken by the commercialization of sex.
Life in Society →	Focus on the cultural and social aspects of sexuality.

These interactions foster an integrated approach to the subjects covered in the Personal and Social Education program.

1.3 RELATION TO OTHER PROGRAMS

The Sex Education program is closely related to other programs such as natural science, biology, and moral and religious education. This overlapping of programs is unavoidable and presents a problem. Seen as an effort to decompartmentalize subjects, however, such overlapping can be beneficial to the students if all those concerned do their share. Teachers should, therefore, consult one another in order to share tasks, work together toward a common goal, and avoid repeating lessons.

2. NATURE OF SEX EDUCATION

In order to describe sex education, it is necessary beforehand to define human sexuality, at least briefly.

2.1 CONCEPT OF HUMAN SEXUALITY

The concept of human sexuality used in this section has a very broad sense. It goes well beyond the biological aspect of sexual reproduction to touch on the emotional, psychological, cultural, and moral aspects through which individuals perceive themselves, behave, and live their lives as men or as women.

The first aspect of human sexuality is a biological one, based on the male or female anatomy and physiology. The human body is structured according to sexual differentiation and its functions are subject to genetic and hormonal influences. The indisputable function of sexuality is reproduction and the genital organs are its medium.

In addition to this biological aspect, sexuality has a psycho-affective dimension. It is the root of urges and desires. It is where emotions and feelings such as pleasure, tenderness, pride, happiness, love, shame, shyness, aggressiveness, fear, and hate interact. Sexuality influences the particular male or female psychology, affects attitudes, and determines many reactions and types of behaviour. It also serve to express and maintain love.

To be human, however, sexuality must involve a third dimension, the mind. Sexuality is located at the core of human beings, where they find their personal unity and where body, heart, intelligence, and will converge. Sexuality can be seen as the expression of the most intimate self, and has the same qualities of inner awareness, unity, spirituality, and harmony. At this level, human sexuality represents union and exchange. It is communication, communion, and commitment.

while it involves all aspects of individual personality, sexuality also has a social dimension. Each individual has a place in society as a man or a woman, and as such leaves his or her mark on it. Thus, sexuality is closely related to a specific culture and takes different forms and characteristics from it. When sex roles are useful and necessary, societies tend to transform them into sex-role stereotypes. And as sexuality involves the organization and survival of society, society has an interest in exerting some control over it.

As sexuality reaches human beings in their most intimate and profound feelings, it is closely related to morality and therefore to religion. Human beings are by their nature concerned with ethics. Their freedom involves decisions and responsibilities, therefore ethics. Religions are normally concerned with sexuality, because religions are interested in the whole human being and because their adherents themselves seek unity in their lives. In this sense, human sexuality is of great significance. It is a crucial factor governing the individual's stability, joy in living, and quality of life. It also constitutes a powerful motivator. Sexuality accompanies and conditions the individual's perception of the self and of others, interpersonal relationships, domestic and social roles, emotional and psychological development, and the choices people make in their lives as sexual beings.

2.2 NEED FOR SEX EDUCATION

The importance of sex education and its place in the educational project is evident. Although sexuality can be regarded as a life force, a force bringing people together, it is not purely "innocent." It is a fascinating sphere of life, but also one that can be embarrassing, troubling, and at times frightening. It can be rewarding, but it can also become a source of personal and social problems such as neurosis, sexual harassment, rape, and prostitution. It constitutes a force that needs to be supported, tamed, controlled and humanized.

Sexuality can enhance people's lives or be a source of alienation, depending on individual background, social environment, circumstances, influences, and particularly on the choices each person makes. While sexuality is primarily a natural biological fact, a long process of maturation is still required so that people may live their sexuality in a human manner. A certain biological property sets the development and mechanism of sexuality in motion. But the psychological, affective, socio-cultural, and moral dimensions constitute a wide area in which a person's conscience, will, values, and models of life make sexuality a constant learning and educational process at every stage of life.

To be a little girl or boy, a teenager, a mother or father, a husband or wife, a boyfriend or girlfriend, a lover, or a colleague, all are different ways of being male or female and all require a learning process and constant adjustments in real-life situations. The success of this learning process will have a direct influence on the individual's quality of life, personal happiness, and effective functioning in society.

In this respect, young people need a structured education which will help them have a clear sense of themselves, develop their personality, and choose their social roles as men or women. A valid education must enable young people to become aware of all the aspects of sexuality, to acquire the necessary knowledge about it, to integrate certain fundamental values into their lives, and to behave in an enlightened, responsible, and self-actualizing way. A personal and social education would be incomplete without some reflection and maturation in this respect. Consequently, this program, through its Sex Education section, contributes considerably to the development and education of young people.

This contribution seems all the more important because sex is part of life starting at birth, and manifests itself at every stage of growth. For this reason, in this area as in other areas of personal development, there is an obligation to help young people reach maturity and become responsible individuals. This assistance should be provided to the students in a manner appropriate to the stages they have reached in their psychological, physical, and affective development.

Education may have a more powerful impact at particular stages in young people's lives, for example, when they enter puberty, when they experience their first love, when they make their first choices about a relationship with another person, and when they take their first steps in planning their own lives. These intense stages in life are interspersed with calmer periods during which people's sexual drive and the emotional forces connected with it are relatively weak, but interest in many aspects of sexuality remains awake. These calmer periods or latency phases are part of the continuous development of the young person's sexual identity, self-awareness, and social learning process as a boy or as a girl.

Sex education satisfies the needs and legitimate rights of young people to educational support that makes possible a better understanding of the changes they are undergoing and gives greater meaning to their lives as boys or girls, men or women.

Because the process of sexual development is a continuous one, sex education applies just as much to the two cycles of elementary school as to the two cycles of secondary school.

"Because of the uninterrupted characteristic of this continuum (of the child's growth) and the needs of the young people at each stage of their growth, from early age to adolescence passing through pre-puberty and puberty, the Council believes that sex education should be continuous from kindergarten to secondary, respecting the psychological, affective and social development of young people."[4]

2.3 NATURE OF SEX EDUCATION

In accordance with this global view of sexuality and this unifying concept of the individual, Sex Education will have two closely related purposes: to inform and to educate. Both aim first and foremost at young people's growth. The Sex Education section is closely modelled on the position of the confessional committees of the Conseil supérieur de l'éducation.

"A great number of parents believe that limiting the objectives of sex education to the transmission of a certain amount of specific knowledge is suggesting that we can make an entity of the human person by taking it apart and putting it together again. Such an education, if we may call it an education, is so far removed from reality that it is unrealistic and possibly harmful. Sexuality is more than an amount of well defined knowledge. It is concerned with being and becoming."[5]

The Catholic Committee takes up the same idea as the Protestant Committee and develops it from the point of view of the person as a whole.

"In Sex Education the whole person matters: body, feelings, relationships with others, sense of responsibility, becoming of self...

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[4] Conseil supérieur de l'éducation. **Sex Education. Recommendations to the Minister of Education** (Québec, 1981), pp. 24-25.

[5] Comité protestant du C.S.E., **Sex Education in Québec's Protestant Schools** (Québec, 1978), p. 3.

It should be added, however, that Sex Education includes the transmitting and acquiring of knowledge. Information of a physiological order... Information concerning male or female psychology, the development of the personality, loving relationships, the meaning of affection and pleasure. Information on social and moral questions that young people raise in their search for values in the area of sexuality...

Considered by itself, mere information about sex is not sufficient. Sex Education, as its name implies, should have educational objectives. This means that it must aim explicitly at supporting and helping young people to discover and affirm their sexual identity, to develop their masculinity or femininity, to become autonomous human beings able to relate to other people, to establish value codes which enable them to make their choices and govern their behaviour."[6]

This is in agreement with the recent recommendation that the Conseil supérieur de l'éducation submitted to the Minister.[7]

When reference is made to sex education, it does not mean a dictatorial concept of education, as if education were reduced to training, manipulation, or an authoritarian imposition of standards. It refers, rather, to a process of understanding and integration that respects young people's intelligence and will and offers them various paths for growth.

"The path which leads to conscious and autonomous sexuality is a long one: one is born male or female, but one must become a man or a woman. This undertaking is not intended to repress or crush sexual impulses and desires as if they were unwanted or wild. Far from being a form of inhibition or repression, our effort is to bring the sexual impulses into the open and give them a more human dimension."[8]

3. ELEMENTS OF THE SEX EDUCATION ISSUE

The sex education issue is present everywhere. It is a theme that has been explored and exploited inexhaustibly. If examined on all levels, it would require a lengthy analysis. Since a program of studies does not lend itself to such an in-depth approach, only the elements most appropriate to the school programs - society, family, school, values - will be mentioned.

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[6] Comité catholique du C.S.E., **Sex Education in Québec's Catholic Schools** (Québec, 1976), p. 11.

[7] Conseil supérieur de l'éducation, **Sex Education. Recommendations to the Minister of Education** (Québec, 1981), pp. 10-13.

[8] Comité catholique du C.S.E., **Sex Education in Québec's Catholic Schools** (Québec, 1976), p. 8.

3.1 YOUNG PEOPLE AND SOCIETY

As a result of the social and cultural evolution of the last twenty-five years, sexuality has taken on new dimensions and has suddenly invaded the individual's personal and social spheres of life as well as the life of the community. The causes are numerous and complex, but this is not the place to analyse them. Only concrete realities will be presented here.

One fact is evident: the perception of sexuality has broadened in Québec, as it has elsewhere. Marked in the past by the primacy of procreation, today sexuality covers a range of aspects of personal and social life. It is now perceived as a way of living in the world, communicating, manifesting one's personality, and fulfilling oneself as a man or a woman, whether on the personal, relational and familial levels, or in carrying out one's role in the workplace.

This broader vision of sexuality has been accompanied by important changes in attitudes and behaviour. Certain teachings and traditional models have been seriously called into question. All kinds of movements have appeared, demanding an end to sexual discrimination, freedom to dispose of one's body, free abortion, family planning, respect for sexual orientation, re-definition of man-woman relationships within the couple and the family, and so on.

At the same time, as a reflection of the present consumer society, sexuality, considered in a restricted sense, has almost become a commercial commodity. Sexuality has too often become an element of personal and group alienation as a result of media influences (films, pornographic magazines, records, and so on), the destruction of certain moral values, the crisis in the family, the relative influence of new sexual practices, the thirst for gain, and the sometimes frantic exploitation of the human body.

These developments are both good and bad. While they have contributed to changing people's negative and puritanical concept of sexuality and established fairer and more responsible relationships between men and women, they are still accompanied by a perturbed and confused social practice that often leaves adults and young people bewildered and at a loss.

This situation creates a particular educational problem in the case of young people. Young people who have not yet integrated their vision of the world into a coherent whole are dramatically confronted with conflicting values and influenced by unwholesome sensationalism and permissive practices; they are faced with situations that very often do not promote a sound, balanced, responsible, and self-actualizing development. Precocious sexual relations, unwanted pregnancy, sexually transmitted diseases, psychological confusion, and inability to develop their sexuality in a stable way that contributes to their feeling of self-worth: these are often the lot of young people in this accelerated and anarchic evolution of society.

In the light of their needs, it is important to help young people understand themselves, discuss these realities in an enlightened and critical way, and integrate their sexuality into their lives in such a way that it becomes a real source of stability and happiness. It can be hoped that in return these young people will be capable of initiating a renewal of society.

3.2 ROLE OF THE FAMILY

Sex education first occurs within the family, and parents nave the primary responsibility for the sound sexual and affective development of their children. In the earliest stages of childhood, the family is the only place where development takes place.

The family's influence can be profound and decisive, for good or ill. It is in the family that the child first builds his/her sexual identity, which will have a great influence on the quality of his/her life as a man or a woman.

In family situations, the parents' example and their relationship with the child determine the child's first knowledge and images of sexuality and man-woman relationships; he/she becomes aware of the phenomena of pregnancy and birth, is introduced to a sex role, establishes a sexual identity as a boy or a girl and experiences his/her first emotional experiences of love, tenderness, sharing, and transcending the self.

But the family has its own problems that often prevent it from being the calm, positive, straightforward, and orderly influence that it would like to be or should be. Since the social microcosm of the family is also subject to the vicissitudes of life, parents are often consciously or unconsciously limited in their educational action. The parents' actions can be prevented or hampered by situations such as psychological blocks resulting from their own upbringing, uneasiness in discussing certain subjects, marital difficulties, parent-adolescent conflicts, and separation or divorce.

In short, parents, like all those involved in a difficult task, often need help.

3.3 ROLE OF THE SCHOOL

If the family has a primary role to play in sex education, the school also has a role that is inevitable and essential: a compensatory role and also a specific complementary role.

"The school has a direct responsibility in the area of sex education. This responsibility is not meant only to complete what is missing in the family or to compensate for a lack of sex education. As the school is a place where the child and the adolescent gain valuable experience in human relationships, it has an important role to play, that of allowing young people to come to grips with the essential elements of their sexual and affective development more systematically and within a wider context than the family unit allows."[9]

Like it or not, the school plays a role at this level, if only by the way it treats boys and girls, by answering or not answering young people's questions, by reacting to events of a "sexual" nature, and by intervening in young people's conversations. Rather than let these various factors play a haphazard role within the school, it is preferable to channel them toward a real educational objective.

"In fact, the school can no longer abstain from offering instruction in this domain, no more than it can prevent the physical growth of the child. Whether the school makes a lucid effort in this direction or not, attitudes and values are formed in the school environment and knowledge is transmitted in the same environment."[10]

Beginning with young people's needs, the Comité catholique du Conseil supérieur de l'éducation has clearly described the specific task of schools concerning sex education.

"This education, as we have said, is rooted in the family. It also calls for a broadening of the experience lived at home and an expansion of the family universe. Psychological studies show how the young person, in his progression towards the conquest of his identity, feels the need to look outside the family confines, to distance himself from his parents, to measure himself to other models and other examples."[11]

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[9] Comité catholique du C.S.E., **Sex Education in Québec's Catholic Schools** (Québec, 1976), p. 25.

[10] Comité protestant du C.S.E., **Sex Education in Québec's Protestant Schools** (Québec, 1976), p. 25.

[11] Comité catholique du C.S.E., **Sex Education in Québec's Catholic Schools** (Québec, 1976), p. 23.

The school answers young people through its educational project:

"The school can play an important role by providing organized and scientifically based information on sexuality, by encouraging the students to talk freely with educators and to develop healthy relationships with other students of the same age group, and by making it possible for young people to think seriously about what their sexual and emotional development implies and to work out a system of values. In this area, the school does not necessarily do a better job than the parents, it does a different one. In other words it operates in its own way, is organized and methodical, uses appropriate pedagogical methods, and relates to what happens at school. This specific contribution means that the school can extend, complete and renew to a certain extent the educational activity of the parents. This contribution is more than valid, it is indispensable, even if the family itself fulfills its role entirely."[12]

The school has an important role to play in sex education because of the breadth of its involvement in the overall development of young people. Its instructional facilities and the social framework it provides make it an essential partner for parents, without in any way taking away parents' responsibilities.

The course of action taken by the school seems to answer the expectations of a very large majority of Québec citizens and organizations. In fact, since the positive response to the consultation on the Green Paper on elementary and secondary school education, a survey made in 1980 among the school boards showed almost complete unanimity. Many organizations, for example the Fédération des commissions scolaires catholiques du Québec, the Council on the Status of Women, the Centrale d'enseignement du Québec, the Conseil des Affaires sociales et de la famille, and the Comité épiscopal de l'éducation, also support the idea of appropriate educational action in school, even if they do not recommend the same teaching methods.

The reluctance of certain parents is understandable: the issue is a very delicate one, and mistakes could be detrimental to the young people concerned. While the needs and rights of young people make it necessary to go forward, the stakes involved demand greater attention to program development, teacher training, and choice of instructional material.

The fact that sex education takes place in a group whose members may have not all reached the same level of psychological development worries some parents. No one denies the difficulty of sex education, any more than they would deny the difficulty of any other type of education. But the importance for young people of discussing it with their peers in an organized and positive way, and as they get older, their need to have access to a person other than their parents, require that we accept the challenge. This difficult undertaking calls for tact, sensitivity, and caution; any offense to a young person's modesty is reprehensible. The close cooperation of parents is essential.

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[12] Comité catholique du C.S.E., **Sex Education in Québec's Catholic Schools** (Québec, 1976), p. 25.

3.4 VALUES

Sex education cannot take place without referring to values because it is linked to the individual and to human behaviour, because society has taken a moral position with regard to it, and, because it is of concern for all religious denominations. The Sex Education section is neither a moral education program nor a religious education program, and is not intended to replace these two programs. Nevertheless it is important to state the values on which it is based and to point out in passing its ties with the religious and moral education programs.

This is all the more important because sex education, in addition to providing the information young people need, should generate reflection and maturation leading to informed choices and to responsible and integrated behaviour.

The question is delicate; given the pluralistic nature of society and the many factors involved, sex education must be treated with subtlety and without oversimplification. A sense of nuances, an unfailing respect for the individual, and a spirit of cooperation will ensure both the young people's development and social harmony as sex education is being taught.

3.4.1 Human Values

Considering our cultural heritage, the global concept of sex education introduced earlier, and the fact that this course is intended as group education within a specific school system, the present program is based on a certain number of human values about which there is a broad consensus in society. Without putting them in order of priority, here are some of these values:

- love of life;
- appreciation of and respect for one's body;
- respect for other people, whatever their physical characteristics and sexual orientation;

- search for and acceptance of one's own identity and resulting roles;
- respect for freedom;
- responsibility in sexual behaviour;
- understanding of love as physical and spiritual development;
- understanding and importance of pleasure;
- understanding of sharing and commitment in a couple;
- equality without consideration of gender;
- appreciation of the richness and mystery of sexuality in its role as an active force in meeting, sharing, and communion;
- openness to the inwardness that reveals the deepest meaning of human existence;
- ability to transcend the self;
- self-control and ability to choose among various impulses those that contribute to one's fullest development.

3.4.2 Paths of Growth

Beyond these values, which may be interpreted differently by different individuals and cultures, the Sex Education section should clearly define the model of growth or the focuses of development it emphasizes. These focal points of growth will of course be offered by educators with moderation and tact and without making those who disagree or who cannot follow them feel guilty. They do not predetermine the teaching methods that will be used, which can and should be an active educational process that respects the freedom and intelligence of the young. With the above-mentioned values, these focal points will serve as a stimulus for the whole program and will act as useful reference points for the authors of instructional materials and for the different educators in school.

- While encouraging respect and understanding of each person, whatever his/her sexual orientation, this course gives priority to heterosexuality as a path of evolution toward full psychosexual maturity.

- While it respects a healthy pluralism, this course encourages the choice of a sex life that leads to genuine personal commitment for both partners. The heterosexual couple and the family are the basic realities of our traditional culture.

- While presenting the meaning and value of procreation, this course firmly advocates freedom and responsibility in regard to reproduction.

- While believing that sexual relations can and effectively do contribute to the full maturity of many people, this course supports the position that they are not essential to the individual's stability and development. Even if the human being has a sexual dimension and is either male or female, sexual activity remains a question of freedom and choice.

- Finally, while respecting man and woman's specific natures, the Sex Education program firmly advocates sexual equality.

3.4.3 Links with Various Moral and Religious Views

The sex education section has its own objectives, which differ from those of Moral and Religious Education courses. It is within the framework of these courses that the question of sexuality is explicitly discussed and developed from a religious or a moral point of view, in a way that respects the freedom of conscience of young people.

It is evident, however, that the school must present an educational project in which there are no contradictions in the courses, particularly when they closely interact with one another. For this reason, the sex education teacher should make it a rule of conduct to observe the requirements of compatibility. A few suggestions to this effect follow:

- Encourage young people to continue their reflections about sexuality during the Moral and Religious Education courses;

- Stress the importance of giving a certain unity to their own life and to their vision of sexuality;

- Respect the messages conveyed in the Moral and Religious Education courses and respect the path followed by young people as they reflect and ponder in the light of the various points of reference at their disposal.

4. GUIDING PRINCIPLES

Sex Education is based on a number of principles which both clarify it and set its limits. Five basic principles may be drawn from what has been stated earlier.

1. Sexuality should be considered in a positive manner. A creative force that is life-giving and life-enhancing, sexuality can be integrated rationally, sensitively, meaningfully, responsibly, and morally so as to become a rich source of personal development and satisfaction.

2. The path leading to conscious, responsible sexuality involves a long learning process. This process is not intended to subdue or repress sexual desires and impulses, but rather to discipline and humanize them. Far from attempting to repress or inhibit, educators should make efforts to bring students' sexual impulses into the open and integrate them into their lives.

3. Sex Education should be taught with respect for the psychology, modesty, emotions, beliefs, and personal rights of the young.

4. Sex Education does not include activities of an overtly sexual nature or any situations of nudity. Its primary functions are to stimulate reflection and to foster the maturing process.

5. Sex Education aims at giving young people an opportunity to consider all the dimensions of their sexuality. Therefore, it does not avoid mentioning the possible moral and religious dimensions. Sex Education does not, however, replace the contribution of the Moral and Religious Education courses in their particular domain. Moral and religious values specific to the various religious denominations are discussed only in the context of the Moral and Religious Education program.

5. ORIENTATIONS OF THE SEX EDUCATION SECTION

To be functional, a program cannot merely propose "guiding principles." It must translate these principles into specific objectives and intentions, which in turn determine its main orientations. Proceeding in a clear and orderly manner, the following elements can be distinguished:

1. global objective of the Sex Education section;
2. major axes;
3. aims of the Sex Education section;
4. general objectives in secondary school.

5.1 GLOBAL OBJECTIVE OF SEX EDUCATION

Considering the issue of sex education in Québec, and the role of the schools, the objective of sex education in the schools must take into consideration the following two requirements: to continue the education started in the family, and to guide the students in developing the capacity to become men and women. This development includes, in particular, the willingness to open up to others and to establish relationships in which love, friendship, responsibility, and justice lead to a high level of personal and social actualization.

Thus, the global objective of Sex Education is:

To offer young people the opportunity to discover and understand the dimensions of their sexuality, to integrate these dimensions into their personality in a positive way, and thus to reach their potential as sexual beings harmoniously and responsibly in accordance with their goals as individuals and members of society.

5.2 MAJOR AXES

To further define the program, it is necessary to identify the three main axes of the sexual life of each individual. The other objectives are described in terms of these main axes.

The first axis is the individual's awareness of his/her own identity, the knowledge and perception of the self through the different stages of sexual development.

The second axis is the individual's effort to establish rewarding relationships that enable him/her to gradually attain a satisfying life in terms of his/her sexuality.

The third axis relates particularly to the personal and social roles that the individual plays as a man or a woman.

5.3 AIMS

Taking these major axes points into account, the global objective stated earlier is expressed as three aims that influence the form taken by sex education in both secondary and elementary school.

These aims concern the knowledge to be acquired and the attitudes and behaviour to adopt toward oneself and toward others. In this respect, sex education aims at helping and supporting young people in discovering and asserting their status as men or women growing to maturity.[13]

These aims are:

1. To foster the student's development of a positive and rewarding perception of their physical and psychological identity as boys or girls and the harmonious integration of the various dimensions of sexuality into their personalities.

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[13] Assemblée des évêques du Québec, **Déclaration sur l'éducation sexuelle dans les écoles** (May 1981), p. 3.

2. To foster the students' awareness of others as sexual beings, as well as a better understanding of the affective, psychological, social, and moral conditions that enrich human relationships, and the development of personal guidelines for acting as responsible men and women within couples and families.

3. To foster the students' analytical understanding of the social and cultural realities of sexuality and a positive attitude toward sex roles on the occupational, family, and social levels.

5.4 GENERAL OBJECTIVES

The aims cover the entire program of studies. To determine what is specific to elementary or secondary school, further analysis is necessary and consideration must be given to the target population in terms of their needs and stages of development. This leads to a definition of the general objectives for each of the two school cycles. In secondary school, the objectives aim at leading the students:

1. To develop a positive self-image and well-informed attitudes concerning their adolescent sexuality.

2. To have a sound knowledge of man-woman relationships and the responsibilities that result from them.

3. To acquire information and develop preventive attitudes and behaviour.

4. To clarify the sex life they envisage in relation to the society in which they live.

SUMMARY TABLE OF THE GENERAL ORIENTATIONS OF SEX EDUCATION IN SECONDARY SCHOOL

Global Objective of the School Sex Education Program	To offer young people the opportunity to discover and understand the dimensions of their sexuality, to integrate these dimensions into their personality in a positive way, and thus to reach their potential as sexual beings harmoniously and responsibly in accordance with their goals as individuals and members of society.
Aims of Sex Education in Terms of the Three Main Axes of the Individual's Sexual Life	1. To foster the students' development of a positive and rewarding perception of their physical, psychological, and sexual identity as boys or girls and the harmonious integration of the various dimension of sexuality into their personalities. 2. To foster the students' awareness of others as sexual beings, as well as a better understanding of the affective, psychological, social, and moral conditions that enrich human relationships, and the development of personal guidelines for acting as responsible men and women within couples and families. 3. To foster the students' analytical understanding of the social and cultural realities of sexuality and a positive attitude toward sex roles on the occupational, family, and social levels.
General Objectives of Sex Education in Secondary School	That the student: 1. Develop a positive self-image and well-informed attitudes concerning their adolescent sexuality. 2. Develop a sound knowledge of man-woman relationships and the responsibilities that result from them. 3. Acquire information and develop preventive attitudes and behaviour. 4. Clarify the sex life they envisage in relation to the society in which they live.

6. LEARNING CONTENT AND OBJECTIVES

6.1 LEARNING CONTENT

For an educational activity to take place, the general secondary school objectives should be translated into a number of sequences that the teacher can use directly. These sequences contain specific content and objectives.

The content of this section is centered around the three focal points indicated earlier.

The proposed content in the section on the relationship with the self deals with awareness of the sexual characteristics of the body, sex differences, and changes that occur at puberty.

For the section on interpersonal relationships, taken here in the sense of the encounter of the individual with a member of the opposite sex, the content deals with general knowledge of the various forms of sexual expression, sexual awakening as a new openness to another person, and the prevention of different types of sexual exploitation.

With respect to the adolescent's relationship with the surrounding society, which is specifically limited to the family and the school, the section deals with sex roles, sex-role stereotypes, norms and values associated with the expression of sexuality, and finally, with reproduction viewed as an interpersonal and social encounter.

The order in the preceding description does not necessarily respect the child's chronological development, where the awareness of the other person precedes self-awareness. The order followed simply reflects instructional concerns. In any case, these three focal points are always interrelated.

The following chart gives a detailed content description (themes, topics of study) of the Sex Education section for secondary school.

DISTRIBUTION OF THE LEARNING CONTENT OF SEX EDUCATION IN SECONDARY SCHOOL

TYPE OF RELATIONSHIP	SCHOOL'S AREA OF INVOLVEMENT	THEME	TOPIC OF STUDY
Relationship with the self, in which the person endeavours to affirm his/her sexual identity.	. Development of a positive self-image and of enlightened attitudes toward adolescent sexuality.	- Human sexual development	- anatomical, physiological and psychological changes - signs of sexual development - feelings in relation to the different signs of development - rate of growth - feelings concerning one's own rate of growth - advantages of accepting one's own rate of growth - personal feelings concerning sexual development - adolescent feelings compared with adult feelings concerning sexuality - temporary nature of adolescence - importance of adolescence - the body's new capacities - responsibilities associated with these capacities - values guiding sexual expression - feelings toward new responsibilities
		- Masturbation	- nature - current myths - terms related to masturbation - link between masturbation and sexual growth - feelings accompanying masturbation - compulsive and obsessional masturbatory behaviour - positive attitude toward masturbation
		- Personal choices concerning the expression of sexuality	- various influences - parent's influence - decisions and restrictions linked to sexuality - influencing factors in adulthood - adolescent autonomy compared with adult autonomy - adolescent responsibility - acquisition of autonomy - implications resulting from a great autonomy of decision - personal feelings regarding greater autonomy - factors influencing personal decisions - values and counter-values transmitted by certain factors - effect of certain factors on personal and social development - personal attitudes concerning these factors - personal and social consequences of options taken

TYPE OF RELATIONSHIP	SCHOOL'S AREA OF INVOLVEMENT	THEME	TOPIC OF STUDY
		- Sexual awakening	- signs of sexual awakening - feelings accompanying these signs - origin of these feelings - link between feelings and moral judgment - personal position concerning sexual awakening
Relationship with another person, in which the person endeavours to establish a genuine link of complementarity and communication.	. Sound knowledge of man-woman relationships and responsibility for his/her sexual behaviour.	- Sexual behaviour	- feelings between persons - showing feelings in adolescence - meaning of behaviour of approach and invitation - approaches one finds acceptable - personal reactions to certain approaches - personal meaning of one's reactions - reactions of others to his/her approaches - reasons for the various reactions - personal meaning of a sexual relationship - forms of sexual relationships - reasons leading persons to experience some forms of sexual relationships - consequences of the various forms of sexual relationships - premature sexual intercourse - components of a rewarding sexual relationship - essential conditions for a rewarding sexual relationship - genital sexual contact - differences between boys and girls in sexual reactions - conditions for a successful life as a couple - effects of alcohol and drugs on sexual relationships
		- Contraception	- nature of contraception - pregnancy rate in adolescence - male and female responsibility - contraceptive methods - distinction between contraception and termination of a pregnancy - available resources - personal feelings toward contraception - existence of moral or religious positions - opinion of the people around you concerning contraception - necessity for responsible parenting - links between sexual responsibility and personal goals for one's sexual life
		- Pleasure	- meaning of pleasure - pleasure compared to sexuality

TYPE OF RELATIONSHIP	SCHOOL'S AREA OF INVOLVEMENT	THEME	TOPIC OF STUDY
			- contribution of pleasure to sexuality - value given to pleasure - values to associate with pleasure
		- Sexual relationships during adolescence	- conditions for sound and responsible relationships - consequences of teenage pregnancy - preventive measures and moral positions - resources and solutions in case of pregnancy - decision criteria
		- Personal goals for an intimate relationship	- ideal personal model - possible types of behaviour of men and women as a couple or in a work environment - important aspects of relationships between two people - ways of living together - need for preparation - available resources
	. Avoiding sexually transmitted diseases and sexual exploitation.	- Sexually transmitted diseases	- definition - myths - types of diseases - effects and treatments - symptoms - preventive measures - consequences of neglecting sexually transmitted diseases - responsibility - questions and fears
		- Sexual exploitation	- types of exploitation - societal reasons for exploitation - forms of sexual marketing - available resources and how to obtain them - legal consequences - personal attitudes
Relationship with the social environment, in which the person endeavours to establish his/her place as a sexual being in the social sphere.	. Clarifying his/her human sexual goals in relation to the society in which he/she lives.	- Sexual orientation	- various sexual orientations - stages of psychosexual development - variables of individual development - choices related to expressing human sexuality - reasons for the various choices - reasons for respecting the diversity of choices
		- Sex roles and sex-role stereotypes	- distinction between sex roles and stereotypes - importance of sex roles - sex-role stereotypes in personal experiences - sex-role stereotypes in society - actions taken against sex-role stereotyping - personal opinion on sex-role stereotypes

6.2 LEARNING OBJECTIVES

The specific objectives of this section are closely related to the learning content. To give the reader an overall view of the objectives pursued in secondary school, the following table lists the general objectives as well as the specific objectives that relate to them. The specific objectives are divided into two categories: the terminal objectives and the intermediate objectives.

DISTRIBUTION OF THE LEARNING OBJECTIVES OF SEX EDUCATION IN SECONDARY SCHOOL

GENERAL OBJECTIVES	TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES*
The students are to:	**The student will be able:**	
	First Cycle	
1. Develop a positive self-image and well-informed attitudes concerning their adolescent sexuality.	T.1 To identify the signs of his/her sexual development.	(3)
	T.2 To accept his/her individual rate of sexual development.	(6)
	T.3 To understand puberty as a stage in sexual development.	(6)
	T.4 To understand adolescent masturbation.	(8)
	T.5 To understand that the quality of his/her life as a sexual being will depend increasingly on himself/herself and on his/her own actions.	(9)
	T.6 To recognize the factors that can influence his/her personal choices in expressing his/her sexuality.	(4)
2. Develop a sound knowledge of man-woman relationships and the responsibilities that result from them.	T.7 To understand sexual awakening.	(6)
	T.8 To recognize the different ways in which boys and girls express their feelings and the various meanings of these feelings.	(8)
	T.9 To identify the elements considered to be essential to a rewarding sexual relationship.	(8)
	T.10 To place contraception in the overall context of sexual responsibility.	(11)
3. Acquire information and develop preventive attitudes and behaviour.	T.11 To be aware of the different forms of sexual exploitation and of available support services.	(4)
4. Clarify the sex life they envisage in relation to the society in which they live.	T.12 To respect the diversity of sexual orientations and behavioural choices.	(6)

* The number in brackets corresponds to the number of intermediate objectives related to the terminal objective.

GENERAL OBJECTIVES	TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES*
	Second Cycle	
1. Develop a positive self-image and well-informed attitudes concerning their adolescent sexuality.	T.1 To understand the responsibilities associated with biological sexual maturity.	(4)
	T.2 To understand the importance of making his/her own choices concerning his/her sex life.	(7)
	T.3 To increase his/her understanding of sexual relations.	(5)
2. Develop a sound knowledge of man-woman relationships and of the responsibilities that result from them.	T.4 To increase his/her understanding of reproduction, birth control, and contraception.	(5)
	T.5 To recognize the importance of pleasure in human sexuality.	(5)
	T.6 To understand the implications of sexual relationships in adolescence.	(6)
	T.7 To define the expectations and responsibilities involved in an intimate relationship.	(6)
3. Acquire information and develop preventive attitudes and behaviour.	T.8 To adopt a well-informed, responsible attitude concerning sexually transmitted diseases.	(10)
	T.9 To have an objective understanding of the different forms of sexual exploitation.	(5)
4. Clarify the sex life they envisage in relation to the society in which they live.	T.10 To understand the various sex roles and sex-role stereotypes in society.	(4)

* The number in brackets corresponds to the number of intermediate objectives related to the terminal objective.

It should be noted that the objectives have been developed by cycles. The distribution of the content and objectives is not established for each school year; this is left up to the schools. It is felt that parents and teachers will be able to adjust these objectives to the reality of their milieu. They are invited to consult each other and organize the content and objectives according to their knowledge of the young people with whom they are dealing.

Terminal and Intermediate Objectives First Cycle

CONTENT OF THE SECTION

The following pages describe the section in detail. Each learning objective is explained by stating the terminal objectives, the intermediate objectives, and the content related to them.

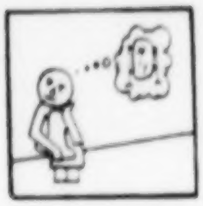
To understand the section fully, the unity and dynamics of each objective sheet must be grasped beforehand.

The intermediate objectives are for the most part presented in a gradual and orderly progression. They often use the young people themselves as a starting point: what they know, feel, say, and discuss with their friends. These objectives call on the young people's responsibility for choosing their own personal development. This educational process is likely to arouse and maintain young people's interest, and also aims at developing their autonomy, integration, and personal coherence. The teacher is of course responsible for completing the information provided by the students, helping them attain the terminal objectives and live by the values that underlie them.

The column entitled "related content" includes various elements that must be distinguished, balanced, and put in order. It includes various types of learning: information, attitudes, and behaviour. It frequently evokes a variety of responses from the students. These elements are often presented as suggestions or illustrations for the teacher's use. The teacher must not consider these aids as either exhaustive or compulsory; it is his/her responsibility to evaluate the material and judge what is essential.

In this same column, particularly when it refers to the expression of young people's feelings, negative aspects of sexuality are often mentioned. While endeavouring to restore the positive aspects of sexuality, care must be taken not to conceal the complexity of real-life situations, and particularly the complexity of young people's experiences. It is through this positive/negative dialectic that young people progress. If the learning objectives are to be positive, it is important that in the expression of feelings, the negative part inherent in the experiences be allowed to emerge.

Lastly, it should not be forgotten that the intermediate objectives and the content must never be viewed as disorganized and unrelated, but as an organic whole, linked together and leading to the terminal objective.



THEME: Human Sexual Development

TERMINAL OBJECTIVE 1

TO IDENTIFY THE SIGNS OF HIS/HER SEXUAL DEVELOPMENT.

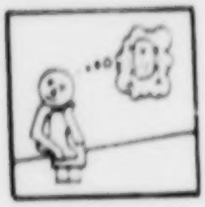
INTERMEDIATE OBJECTIVES	RELATED CONTENT
1.1 To review the anatomical, physiological and psychological changes associated with puberty.	- Anatomical changes: . rapid physical growth . development of certain organs (breasts, penis) . broadening of the hips . enlargement of the pelvis . muscular development . appearance of hair (pubic, facial, and axillary) . change in the pitch of the voice - Physiological changes: . capacity to produce sex hormones which bring on the menstrual cycle or ejaculation - Psychological changes: . greater autonomy . emotional fragility . self-centeredness . greater attraction to members of the opposite sex . friendship - love . need for solitude and privacy . need for intimacy . new sensations
1.2 To recognize the anatomical, physiological, and psychological signs of the changes occurring at puberty.	- Anatomical, physiological, and psychological changes: . menstruation . ejaculation . breast development . voice change . growth of hair (pubic, facial, and axillary) . enlargement of the pelvis . erotic dreams
1.3 To express his/her feelings concerning the various signs of his/her sexual development.	- Example of feelings: . shyness . unease about physical changes . insecurity . happiness

THEME: Human Sexual Development

TERMINAL OBJECTIVE 2

TO ACCEPT HIS/HER INDIVIDUAL RATE OF SEXUAL DEVELOPMENT.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
2.1 To observe whether the sexual development of all young people his/her age occurs at the same rate.	- Comparison: . primary sex characteristics . secondary sex characteristics . relationships with others
2.2 To recognize that rates of sexual development vary from person to person.	
2.3 To express his/her feelings concerning his/her rate of sexual development.	- Feelings: . what I do and don't like about myself . what I would like to change . what I can't change
2.4 To compare his/her feelings about his/her rate of sexual development with those of his/her peers.	
2.5 To identify the advantages of accepting his/her own rate of sexual development.	- Advantages: . self-esteem . self-confidence . openness to others . peace of mind
2.6 To state whether everyone eventually reaches anatomical and physiological maturity.	- Everyone reaches anatomical and physiological maturity except for people who have glandular problems.



THEME: Human Sexual Development

TERMINAL OBJECTIVE 3

TO UNDERSTAND PUBERTY AS A STAGE IN SEXUAL DEVELOPMENT.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
3.1 To review his/her feelings about his/her sexual development.	- Examples of feelings: . uneasiness . worry . enthusiasm . doubt . normality - abnormality . loneliness
3.2 To find with his/her peers the reasons for the feelings they experience.	- Reasons: . rapid changes . multiple changes . fundamental changes . failure to understand what is happening . acceptance by others . increased autonomy
3.3 To discuss with his/her parents whether their feelings concerning their sexuality are similar to the feelings he/she has about his/her sexuality.	- Comparison between states in adolescence and in adulthood from the following viewpoints: . psycho-affective . physical . social
3.4 To discuss with his/her parents the reason for the different feelings experienced in adolescence and in adulthood.	- Reasons: . psychological, physiological, emotional and social maturity . self-awareness . autonomy . experience
3.5 To recognize that adolescence is a temporary stage in life.	- Concept of transition - Precondition for adult sexuality

3.6 To discuss the importance of adolescence.	- Importance:
	. preliminary to adult sexuality
	. important personal development
	. new outlook on life:
	  . other people
	  . the future
	  . the self
	  . society
	  . friendship
	  . love

THEME: Masturbation

TERMINAL OBJECTIVE 4

TO UNDERSTAND ADOLESCENT MASTURBATION.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
4.1 To state what the term "masturbation" means to him/her.	- Definition: "Voluntary auto-stimulation meant to give erotic pleasure." (Katchadourian, Human Sexuality)
4.2 To identify the current myths about masturbation.	- Myths about masturbation: . deafness . mental illness . skin diseases - Basis: . origin . scientific facts
4.3 To define certain terms pertaining to masturbation.	- Definitions: . tendency to masturbate . masturbation . compulsive masturbation
4.4 To relate masturbation to the characteristics of sexual development.	- Causes: . biological factors . sexual awakening - Possible stage in discovering genital sexuality: normal development - Masturbation is not necessary - Stage leading to the harmonious integration of sexual impulses
4.5 To discuss masturbation in adolescent boys and girls.	- Frequency

4.6 To identify the feelings which are associated with masturbation.	- Feelings: . pleasure . relaxation . curiosity . guilt . anxiety . embarrassment . isolation . self-awareness
4.7 To identify the consequences of compulsive and obsessive masturbatory behaviour.	- Effects: . danger for the individual's physical and psychological health and his/her psycho-affective development
4.8 To identify what might be a positive attitude toward masturbation.	- Distinction between masturbation and compulsive masturbation - Self-acceptance in the stages of development - Willingness to communicate with others through friendship, social relations, and leisure activities.

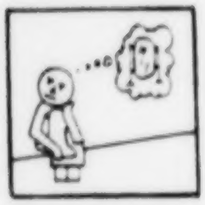
THEME: Personal Choices

TERMINAL OBJECTIVE 5

TO UNDERSTAND THAT THE QUALITY OF HIS/HER LIFE AS A SEXUAL BEING WILL DEPEND INCREASINGLY ON HIMSELF/HERSELF AND ON HIS/HER OWN ACTIONS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
5.1 To name the persons who greatly influenced the choices he/she made in the expression of his/her sexuality as a child.	- Influential persons: . parents . older brothers and sisters . teachers . himself/herself . pastoral animators . friends
5.2 To recognize the determining influence of his/her parents on his/her sexual development.	- Influences on: . the development of his/her sexual identity . the awareness of sex roles . the awareness of norms and values related to sexuality . building the image of the couple - Concept of authority - Parents' role as educators - Concept of parents' life experience
5.3 To recognize other major influences on his/her sexual development.	- Other influences: . peers . media . idols . fashion industry
5.4 To indicate the factors which could influence decisions concerning his/her sex life during adulthood.	- Factors: . himself/herself and the influences that have been exerted on him/her . sexual partners . society in general through customs and laws
5.5 To discuss with his/her peers and family the decisions and constraints which they experience concerning sexuality.	

5.6 To describe adolescence in terms of increasing personal responsibility for one's sexuality.	- Characteristics: . beginning of greater autonomy . time of searching for what he/she wants to become . period of integrating the various dimensions of human sexuality
5.7 To understand that he/she makes his/her own decisions concerning his/her sex life and that he/she will be called upon to make more decisions about his/her sex life in the future.	- Transition from heteronomy to autonomy
5.8 To analyse the implications of adolescents' increased autonomy.	- Personal implications: . freedom and responsibilities increasingly like those of an adult . need for a greater awareness of sexual realities . need for a greater self-awareness and awareness of others.
5.9 To express his/her feelings concerning this greater possibility of autonomy.	



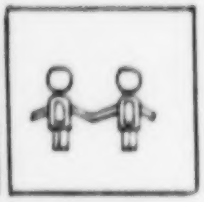
THEME: Personal Choices

TERMINAL OBJECTIVE 6

TO RECOGNIZE THE FACTORS THAT CAN CONDITION HIS/HER PERSONAL CHOICES IN EXPRESSING HIS/HER SEXUALITY.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
6.1 To draw up a list of factors that influence his/her decisions concerning his/her sex life.	- Factors: . desires, emotions, feelings . laws . customs . values (love, respect, self-assertion, etc.) . consequences of his/her actions . individuals such as parents, friends, etc. . religion
6.2 To compare his/her list with those of his/her peers.	- Comparison with groups such as close friends, larger groups, school friends: . factors in common . factors that differ
6.3 To relate these influencing factors to the positive and negative values which underlie them.	- Positive: . love . tenderness . responsibility . security . autonomy . caution . self-esteem . dignity . personal development . respect . freedom . pleasure - Negative: . subordination . selfishness . domination . dependence . violence

6.4 To assess the impact these influencing factors have on his/her personal and social development.	- Possible impact on the individual's life: . enrichment . loss of value . depersonalization . knowledge . restrictions . clarification



THEME: Sexual Awakening

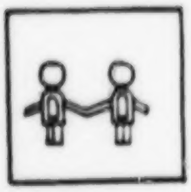
TERMINAL OBJECTIVE 7

TO UNDERSTAND SEXUAL AWAKENING.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
7.1 To review the signs of sexual awakening.	- Physiological signs: . vaginal secretions in girls . erection in boys . blushing . nervousness - Emotional signs: . shyness . attraction to members of the opposite sex . desire to please others . pleasure . well-being . sensitiveness
7.2 To express the feelings he/she has about these signs.	- Examples of feelings: . worry . tenderness . love . joy . shame . concern . anxiety . agitation . fear . anger . enthusiasm . elation . guilt
7.3 To identify the main reasons for these feelings	- Reasons: . approval - disapproval from peers and parents . reactions of others . novelty . attraction to others . people's attraction to him/her . personal development . appropriateness

7.4 To analyze the reasons previously identified.	- Elements of analysis: . concept of normality . reference to moral and religious values . personal development
7.5 To discuss with his/her peers and parents their opinion about these feelings.	
7.6 To re-evaluate his/her position concerning sexual awakening.	- Position: . being able to make personal judgments . learning to control his/her own sexual attraction.

THEME: Sexual Behaviour

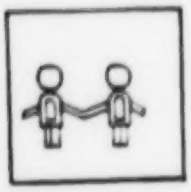


TERMINAL OBJECTIVE 8

TO RECOGNIZE THE DIFFERENT WAYS IN WHICH BOYS AND GIRLS EXPRESS THEIR FEELINGS AND THE VARIOUS MEANINGS OF THESE FEELINGS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
8.1 To describe in his/her own words the feelings between two persons when they meet or go out together.	- Feelings: . friendship . tenderness . love . selfishness
8.2 To tell how these feelings are typically shown during adolescence.	- Behaviour when getting acquainted (approach or invitation) with a member of the opposite sex: . smiling . teasing . holding hands . persistent warm looks . telephone calls . speaking to each other often . helping with school work . taking part in a sport together, going to a movie, etc. . sharing a lunch . offering help, such as carrying his/her books, keeping his/her place in line, holding his/her bicycle, etc. . inviting him/her to a party . kissing
8.3 To state what these sorts of behaviour mean to him/her.	
8.4 To compare his/her own perception of these sorts of behaviour to those of members of the opposite sex.	- Differences in approach of boys and girls

8.5 To identify the behaviour he/she approves of and prefers.	- Student's statements: . what he/she accepts . what he/she rejects
8.6 To describe his/her reactions to these various types of behaviour.	- Verbal and nonverbal reactions: . to the approaches he/she prefers . to the approaches he/she dislikes
8.7 To understand the significance of other people's reactions to his/her behaviour.	
8.8 To find out the reasons for these various reactions.	- Reasons: . respect - lack of respect by the other person . reciprocated compared to unreciprocated feelings . moral and religious values



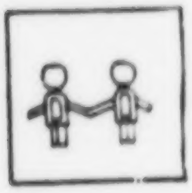
THEME: Sexual Behaviour

TERMINAL OBJECTIVE 9

TO IDENTIFY THE ELEMENTS CONSIDERED TO BE ESSENTIAL TO A REWARDING SEXUAL RELATIONSHIP.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
9.1 To describe what he/she considers to be a sexual relationship.	- Physical aspect - Emotional aspect
9.2 To list different forms of sexual relationships.	- Types of sexual relationships: . loving relationship . sexual adventure
9.3 To indicate the reasons that lead people to experience these forms of sexual relationships.	- Reasons: . satisfying physical needs . love . pleasure . having children . need to communicate . maintaining a love affair . doing what everyone else does . making someone happy . curiosity . desire for the other person . dominating someone
9.4 To realize that any one of the reasons previously listed can influence one or both partners in a relationship.	
9.5 To indicate the possible consequences (positive or negative) of the various forms of sexual relationships on the quality of the relationship.	- Positive consequences: . greater love . wanted pregnancy . mutual pleasure . personal development . communication on a more profound level

	- Negative consequences: . disappointment . negative self-image . negative image of sexual relations . unwanted pregnancy . disillusionment . sexually transmitted diseases . society's disapproval
9.6 To analyse premature sexual relations using the positive and negative consequences stated earlier.	- See 9.5
9.7 To describe the components of a rewarding sexual relationship using the preceding considerations.	- Components: . pleasure, eroticism . affection, tenderness . love, commitment . agreement about and control of reproduction
9.8 To identify the essential conditions for a rewarding sexual relationship.	- Essential conditions: . mutual desire and consent . love - affection . respect - trust . self-awareness . awareness of the other person . atmosphere of security and trust . maturity



THEME: Contraception

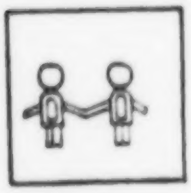
TERMINAL OBJECTIVE 10

TO PLACE CONTRACEPTION IN THE OVERALL CONTEXT OF SEXUAL RESPONSIBILITY.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
10.1 To state what he/she knows about contraception.	- Students' knowledge
10.2 To express his/her feelings concerning means of contraception.	- Examples: . freedom . guilt . fear . self-esteem
10.3 To discuss male and female responsibility concerning birth control and contraception.	- Concept of mutual responsibility and parental responsibility
10.4 To compare means of contraception in terms of how they work.	- Methods: . prevention of fertilization and of ovulation . prevention of implantation of the fetus and of fetal development . birth control methods and male and female contraception
10.5 To identify the main methods of contraception, their effectiveness, their side effects, and their relevance during adolescence.	- Main methods: . chemical: pills, spermicides . mechanical: I.U.D., diaphragm, condom . surgical: tubal ligation, vasectomy . other methods: Ogino-Knauss, temperature charting, Bellings, abstinence
10.6 To distinguish between contraception and abortion.	- Nature of contraception - Nature of abortion - Link between lack of methods of contraception and abortion

10.7	To state the places where free and confidential services and information on birth control and contraception are available.	- Places: . family planning clinic . doctor's office . Planned Parenthood Association . women's health centre . C.L.S.C. . Serena
10.8	To be aware of the pregnancy and abortion rate in a specific age group.	
10.9	To be aware of certain moral and religious positions on contraception.	
10.10	To recognize the importance of family planning.	- Common goal of means of birth control and methods of contraception - Concept of control over the consequences of sexual behaviour - Concept of mutual responsibility of both partners - Family planning and responsible parenthood
10.11	To relate sexual responsibility to the sex life he/she envisages.	- Choices - Expectations - Freedom and responsibility

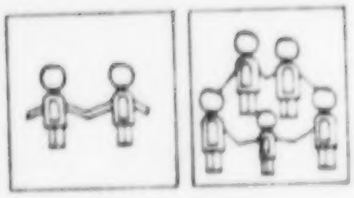
THEME: Sexual Exploitation



TERMINAL OBJECTIVE 11

TO BE AWARE OF THE DIFFERENT FORMS OF SEXUAL EXPLOITATION AND OF THE AVAILABLE SUPPORT SERVICES.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
11.1 To name the different forms of sexual exploitation.	- Forms of sexual exploitation: . rape, homosexual or heterosexual prostitution, incest, pornography (through magazines, films, nude dancers, and gadgets), sexual harassment and common sexual pressures among young people - Reasons for sexual exploitation
11.2 To name the resources and organizations to turn to for help, depending on the form of sexual exploitation involved.	- Family resources: . parents, older brothers and sisters . Block Parents - Professional help: . teacher, nurse, social worker, police officer, Director of Youth Protection, family planning clinic, etc. - Role of resource persons - How to reach them
11.3 To review the legal consequences of certain forms of sexual exploitation.	- Sections of the Criminal Code concerning rape, incest, prostitution, etc.
11.4 To state the personal attitudes to adopt regarding these situations.	- Examples of attitudes: . being cautious . being alert . being self-confident - Critical reassessment of past experiences



THEME: Sexual Orientation

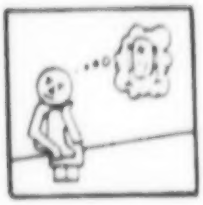
TERMINAL OBJECTIVE 12

TO RESPECT THE DIVERSITY OF SEXUAL ORIENTATIONS AND BEHAVIOURAL CHOICES.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
12.1 To describe briefly the various sexual orientations in humans.	- Predominant sexual orientation: . heterosexuality - Other sexual orientations: . homosexuality . bisexuality
12.2 To identify the stages of psychosexual development.	- Various stages in development: . oral, anal, genital, latency, homosexual, heterosexual, elective heterosexual stages
12.3 To identify the factors involved in individual psychosexual development.	- Duration, sequence, context - Temporary stages in life - Concepts of prevention and regression
12.4 To identify the different options available to people to express their sexuality.	- Sexual life styles: . living with someone . living alone - Being sexually active, sexual activity put off until later, total abstinence
12.5 To give the reasons people might have for making the aforementioned choices.	- Reasons: . attraction to a member of the opposite sex . affection . pleasure . incapacity to form a relationship (fear, repression) . feeling of not being ready (waiting to be in love) . religious or moral aspects (waiting until marriage, religious celibacy)

		. personal autonomy to be protected from social pressures (peer group, mass media, other adults) . other
12.6	To identify the reasons for respecting people's orientations and sexual behaviour.	- Examination of concepts of pluralism and normality - Every human being's right to respect (see Charter of Human Rights and Freedoms)

Terminal and Intermediate Objectives Second Cycle

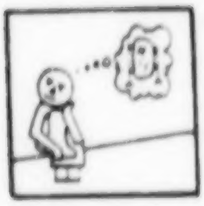


THEME: Human Sexual Development

TERMINAL OBJECTIVE 1

TO UNDERSTAND THE RESPONSIBILITIES ASSOCIATED WITH BIOLOGICAL SEXUAL MATURITY.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
1.1 To describe the new physical capacities of his/her body.	- Capacity to have complete sexual intercourse - Capacity to procreate
1.2 To identify the personal responsibilities ensuing from the capacities of a fully developed body.	- Responsibilities toward himself/herself: . personal hygiene . self-awareness . knowledge of the physical and emotional implications of his/her actions . control of his/her behaviour in accordance with the various implications of this adult power - Responsibilities toward his/her partner: . respect for the other person's feelings, emotions, and desires . respect of the level of commitment the other values or accepts . awareness of the implications of his/her actions on his/her partner's sexual and emotional life
1.3 To indicate certain values which may guide him/her in the expression of his/her sexuality.	- Values: . love, tenderness, mutual enrichment of life, respect for his/her partner, responsibility, autonomy, etc.
1.4 To express his/her feelings about these new responsibilities.	



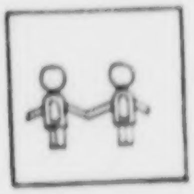
THEME: Personal Choices

TERMINAL OBJECTIVE 2

TO UNDERSTAND THE IMPORTANCE OF MAKING HIS/HER OWN CHOICES CONCERNING HIS/HER SEX LIFE.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
2.1 To review the factors that influence his/her decisions.	- See Terminal Objective 6, first cycle of secondary school
2.2 To review the implications of the physiological, psychological, and social developments that take place in adolescence.	- See Terminal Objective 5, first cycle of secondary school
2.3 To review the responsibilities that the greater autonomy of adult life implies.	- See Terminal Objective 5, first cycle of secondary school
2.4 To indicate the different choices he/she has in assuming his/her adult sexuality, in light of factors mentioned in Objectives 2.1, 2.2 and 2.3.	- Examples: . to keep up with the current fashion . to comply with pressures and actions of certain groups . to imitate the models presented by the media . to obey his/her parents . to let a partner dominate him/her . to assert himself/herself selfishly . to assert himself/herself personally while taking into account his/her values and social context
2.5 To identify the personal consequences of the choices he/she makes as he/she assumes his/her adult sexuality.	- Personal consequences: . personal development . self-esteem . development of a satisfying relationship . enhanced work relationships

2.6	To describe in his/her own words the choice that seems best and the reasons justifying it.	
2.7	To express how he/she feels in the quest for a personal choice on these subjects.	- Feelings: . satisfaction of having the possibility to make his/her own choices . uncertainty and uneasiness about the difficulties or pressures he/she experiences



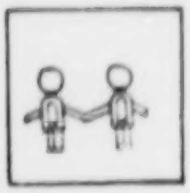
THEME: Sexual Behaviour

TERMINAL OBJECTIVE 3

TO INCREASE HIS/HER UNDERSTANDING OF SEXUAL RELATIONS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
3.1 To clarify certain points concerning genital sexual contact and to seek relevant information.	- According to the students' questions: . expectations and comments
3.2 To indicate how boys and girls differ in their reactions to sexual relations.	
3.3 To demystify the image of sexual relations conveyed by the media.	- Examples: . image of the Prince Charming, male chauvinist, or Don Juan . image of the beautiful princess, passive woman, "femme fatale" . relationship that is always harmonious . silence about the use of contraceptives . orgasm on every occasion and at will
3.4 To understand that there are certain prerequisites to having successful intimate relationships or living together as a couple.	- Conditions: . flexibility . understanding . communication . adjustment . compromise . respect . security . maturity . love, desire . self-knowledge
3.5 To know the effects of alcohol and drugs on sexual relations.	- Effects: . physiological effects . loss of self-control . negative psychological effects

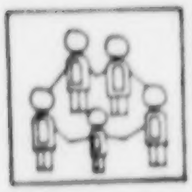
THEME: Contraception

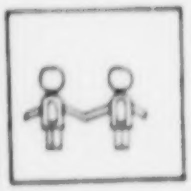


TERMINAL OBJECTIVE 4

TO INCREASE HIS/HER UNDERSTANDING OF REPRODUCTION, BIRTH CONTROL, AND CONTRACEPTION.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
4.1 To clarify any questions he/she may have about reproduction, birth control, and contraception.	
4.2 To increase his/her understanding of birth control methods.	- Review Terminal Objective 10, first cycle of secondary school, and supply additional information
4.3 To express his/her personal opinion on the possibility of his/her use of one of the contraceptive or birth control methods.	- Subjects for consideration: . advantages . disadvantages . feelings . different life situation
4.4 To solicit other people's opinion on birth control and contraception.	- Social environment: . family . friends . media . religious denominations
4.5 To recognize the need for responsible parenthood.	- Concepts: . of responsible person . of responsible motherhood and fatherhood





THEME: Pleasure

TERMINAL OBJECTIVE 5

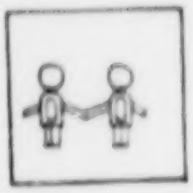
TO RECOGNIZE THE IMPORTANCE OF PLEASURE IN HUMAN SEXUALITY.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
5.1 To state in his/her own words what the term "pleasure" means to him/her.	- Examples of pleasures: . receiving . giving . sharing . well-being

5.2 To indicate the different kinds of pleasures involved in human sexuality.	- Examples of pleasures:
	. loving someone and being loved
	. cooperation, communication and closeness
	. sensory pleasure of:
	  . finding the other beautiful
	  . caressing someone and being caressed
	  . orgasm
	. building together, making plans and carrying them out
	. giving birth to a baby and breast-feeding

5.3 To identify what pleasure contributes to human sexuality.	- Pleasure contributes to: . well-being . maturity . appreciation of other people . closer communication between people
5.4 To describe the negative consequences of seeking only pleasure in human sexuality.	- Negative consequences: . irresponsibility . selfishness . jealousy . despotism . violence . sexual abuse

5.5	To relate the value of pleasure to other basic values that are part of a rewarding sex life.	- Values: . moral sense . freedom . dignity . responsibility . well-being . respect for others . sharing . self-esteem and consideration for others



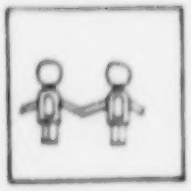
THEME: Sexual Relationships During Adolescence

TERMINAL OBJECTIVE 6

TO UNDERSTAND THE IMPLICATIONS OF SEXUAL RELATIONSHIPS IN ADOLESCENCE.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
6.1 To identify the main conditions underlying sound, responsible sexual relationships.	- Conditions: . mutual consent . capacity to assume responsibility and consequences . maturity . psychological security . absence of sexually transmitted diseases
6.2 To be aware of the consequences of pregnancy for both girls and boys.	- Consequences for both the boy and the girl: . physical . psychological . social and familial . adolescents' personal development and future
6.3 To learn about the consequences for the child.	- Consequences for the child: . mental and physical health . absence of parents
6.4 To indicate what steps to take to ensure responsible sexuality.	- Preventive measures: . contraception . abstinence
6.5 To learn about available resources and possible solutions in case of teenage pregnancy.	- Resources: . family . organizations that provide assistance (C.L.S.C., C.S.C., and so on) - Solutions (advantages and disadvantages): . keeping the child . interrupting the pregnancy: types of procedures, medical risks, legal and moral aspects . adoption

6.6 To state his/her personal criteria for decisions concerning sexual activity.	- Criteria in decision-making process: . moral . social . personal development



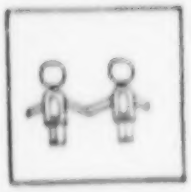
THEME: Personal Goals for an Intimate Relationship

TERMINAL OBJECTIVE 7

TO DEFINE THE EXPECTATIONS AND RESPONSIBILITIES INVOLVED IN AN INTIMATE RELATIONSHIP.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
7.1 To describe the kind of man or woman he/she would like to be.	- Students' answers - Possible aspects: . physical, intellectual, emotional . ideal model
7.2 To identify the different ways in which men and women can behave in their relationships at home and at work by observing them.	- Behaviour based on domination: . authoritarianism, selfishness, inequality in performing household chores - Behaviour based on equality: . complementarity, respect, consideration, autonomy, unselfishness, mutual consultation in regard to child-rearing
7.3 To identify the important aspects in an intimate relationship.	- Possible aspects: . affective level: . personal concepts of beauty . personality traits . tenderness . love . friendship . eroticism . esteem . relaxation . relational level: . dependency as opposed to autonomy . commitment . respect for the individual . listening skills . consideration of others . mutual assistance . availability . tolerance . reciprocity . understanding

	. intellectual level: . compatible tastes and interests . moral level: . justice . faithfulness . kindness . strength of character . honesty . genuineness
7.4 To evaluate the different ways in which intimate relationships can be achieved.	- Means: . being realistic . respect for the other person's nature . compatibility in character and tastes . willingness to reach a balance between individual plans and plans made by both partners
7.5 To discuss the need for preparation before undertaking an intimate relationship.	- Lack of experience - Effects of the undertaking on his/her life - Complexity of the undertaking
7.6 To identify the resources likely to help him/her prepare for an intimate relationship.	- Resources: . parents . older brothers and sisters . grandparents . youth centre . reading material . prenuptial and marriage counseling organizations



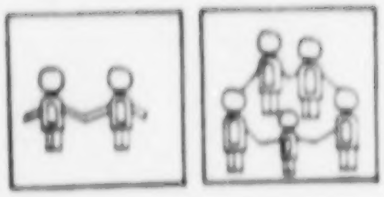
THEME: Sexually Transmitted Diseases

TERMINAL OBJECTIVE 8

TO ADOPT A WELL-INFORMED, RESPONSIBLE ATTITUDE CONCERNING SEXUALLY TRANSMITTED DISEASES.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
8.1 To define sexually transmitted diseases.	- Definition: . diseases transmitted through sexual relations
8.2 To discuss popular myths concerning these diseases.	- Myths: . sexually transmitted diseases are morally reprehensible . people should be ashamed of them and conceal them . these diseases occur only in the underprivileged segments of the population or in ethnic groups other than one's own
8.3 To name the main types of sexually transmitted diseases and their causes.	- Types of STD and their causes: . gonorrhea is caused by a gonococcus (bacterium) . syphilis is caused by a spirochete, treponema palladium (bacterium) . genital herpes is caused by a virus . chlamydia . AIDS
8.4 To identify the different consequences and treatments of sexually transmitted diseases.	- Effects on both sexes - Treatment
8.5 To identify the symptoms of these diseases.	- Symptoms in males - Symptoms in females
8.6 To identify possible preventive measures.	- Preventive measures: . using condoms . abstinence . knowing one's partner very well . concern for one's own health - Screening tests

8.7 To identify the possible consequences should a sexually transmitted disease be left untreated.	- Consequences: . progress of the disease . spreading
8.8 To discuss one's responsibility toward one's sexual partner or partners in case of sexually transmitted diseases.	- Social responsibility to report the disease - Seeking medical help
8.9 To express his/her doubts and concerns about these diseases.	- Fear of parents' reaction
8.10 To know where to find help in case of sexually transmitted diseases.	- Organizations: . hospitals . C.L.S.C. . D.S.C. - Individuals: . family doctor . trusted adults - Respect of confidentiality, even in the case of minors

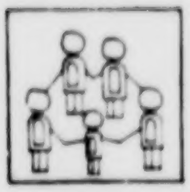


THEME: Sexual Exploitation

TERMINAL OBJECTIVE 9

TO HAVE AN OBJECTIVE UNDERSTANDING OF THE DIFFERENT FORMS OF SEXUAL EXPLOITATION.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
9.1 To name the different forms of sexual exploitation to which people can be subjected.	- Forms of exploitation: . male and female prostitution . incest . pornography . commercial nudity . rape . sexual harassment . current fashions and practices
9.2 To give the reasons for these various forms of sexual exploitation.	- Reasons: . drug and alcohol use . money . domination of one sex over the other
9.3 To criticize the different ways of commercializing sex.	
9.4 To know the available resources and organizations to contact when necessary.	- Resources: . family: parents, older brothers and sisters, Block Parents . professional help: teacher, nurse, social worker, police officer, Director of Youth Protection, pastoral animator - Resource persons' role - How to reach resource persons
9.5 To review the penalties imposed by the Criminal Code for certain forms of sexual exploitation.	- relevant part of the Criminal Code



THEME: Sex Roles and Sex-Role Stereotypes

TERMINAL OBJECTIVE 10

TO UNDERSTAND THE VARIOUS SEX ROLES AND SEX-ROLE STEREOTYPES IN SOCIETY.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
10.1 To recognize the signs of sex-role stereotypes in his/her personal relationships.	- Sex-role stereotypes in interpersonal relationships . overt influences . covert influences . verbal expression . nonverbal expression - In life styles: . daily tasks . sports . recreational activities . career choice
10.2 To recognize the signs of sex-role stereotypes in society at large.	- Stereotypes related to: . work . career orientation . family life . public figures and idols in sports and the arts . leisure activities . peer group . school setting . community life (friends, neighbours, etc.)
10.3 To identify concrete actions that can be taken to eliminate sex-role stereotyping.	- Individual actions (non-stereotyped behaviour) - Collective actions . magazines, organizations, and union committees dealing with the advancement of women's rights . new legislation . Human Rights Commission . non-sexist advertising
10.4 To express an informed opinion on this issue.	- Personal reactions compared to the reactions of those around him/her - Justification of students' position

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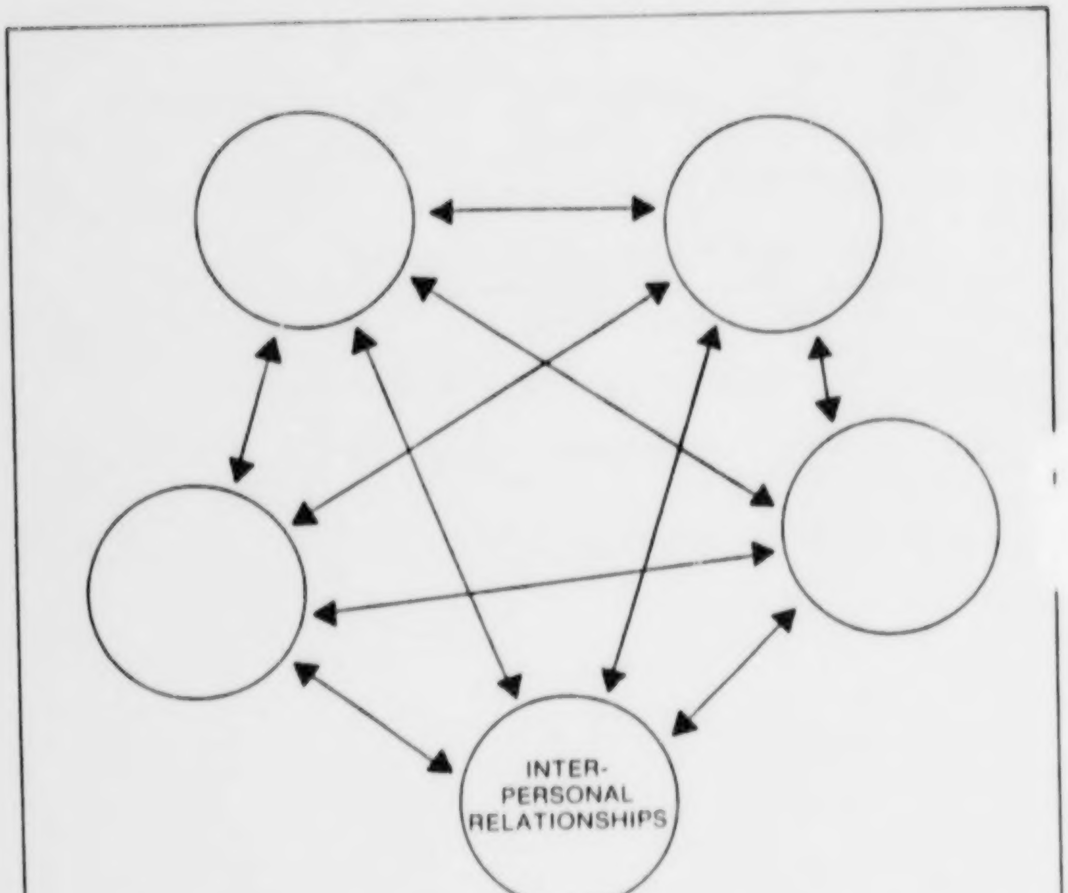
SECTION C

Interpersonal Relationships


INTER-
PERSONAL
RELATIONSHIPS

SUMMARY

1. Contribution of Interpersonal Relationships to the Students' Development

2. Relatinnship Between the Interpersonal Relationships Section and the Other Sections of the Program

3. Key Issues of the Interpersonal Relationships Section

   3.1 The Evolution of Society
   3.2 The Media's Impact on the Quality of Interpersonal Relationships
   3.3 Interpersonal Relationships - A Learning Process
   3.4 The Family and the School - Partners in Interpersonal Relationships
      3.4.1 The Family - Introduction to Learning About Interpersonal Relationships
      3.4.2 The School - Complement to Learning About Interpersonal Relationships

4. Orientations of the Interpersonal Relationships Section

   4.1 Basis of a Good Interpersonal Relationship
   4.2 Characteristics of a Good Interpersonal Relationship
   4.3 Prerequisites to Establishing a Good Interpersonal Relationship
   4.4 Global Objective of the Interpersonal Relationships Section
   4.5 Aims of the Interpersonal Relationships Section
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5. Learning Content and Objectives

   5.1 Learning Content
   5.2 Learning Objectives

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1. CONTRIBUTION OF INTERPERSONAL RELATIONSHIPS TO THE STUDENTS' DEVELOPMENT

Interpersonal Relationships, like the other sections of the program, contributes to the student's personal and social development because it answers the individual's basic need for communication.

On the personal level, this section deals with the prerequisites for sound communication, such as awareness and esteem of oneself as a human being with needs, interests, feelings, attitudes, abilities, and expectations. These characteristics must be known, understood, and developed, in order for personal growth to take place.

On the social level, the Interpersonal Relationships section deals with the components of a relationship and its related aspects. It also deals with awareness of and openness to other people with whom the individual can establish a relationship that is a source of well-being and transcendence of the self for both parties.

2. RELATIONSHIP BETWEEN THE INTERPERSONAL RELATIONSHIPS SECTION AND THE OTHER SECTIONS OF THE PROGRAM

The Interpersonal Relationships section is related to each of the other sections of the program. Learning about human relationships would be incomplete without learning about the concepts of health, sexuality, social life, and consumption that constitute the warp on which the fabric of interpersonal relationships is woven. The chart which follows presents the main contributions of the other sections to Interpersonal Relationships.

RELATIONSHIP BETWEEN THE INTERPERSONAL RELATIONSHIPS SECTION AND THE OTHER SECTIONS

Other Sections		Interpersonal Relationships
Health Education	→	- Influence of health decisions on the choice of relationships and activities with others.
Sex Education	→	- Integration of sexual identity from the perspective of safeguarding personal integrity. Awareness of others as sexual beings. Clarification of options, needs, and expectations in relationships with other sexual beings.
Life in Society	→	- Learning about one's rights and responsibilities from the perspective of encounters with others and the confrontation of freedoms and personal interests in a democratic society.
Consumer Education	→	- Influence of individual consumer choices on consumer activities together.

3. KEY ISSUES OF THE INTERPERSONAL RELATIONSHIPS SECTION

Why introduce a program of Interpersonal Relationships in the schools? Some of the main factors justifying such a program are changes in society, the impact of the media, and the importance of learning about human relations.

3.1 The Evolution of Society

The rapid evolution of society, particularly in Québec, has led to a calling into question and a modification of values and needs. Consequently, people's life styles have changed considerably.

Three decades ago, Québec was still a traditional society; today it has become a post-industrial society in which technology has repercussions on the nature of human relationships, particularly in the work environment and in people's private lives. The accelerated pace of life and the increasing mobility of the population are among the main factors responsible for changes at this level.

The economic constraints of a society that is becoming increasingly complex and that is changing with increasing rapidity have caused serious modifications in the workplace and in work habits. Absences from home are extended, bringing about the emergence of a parallel system of relationships often reinforced by the necessity of working in teams, of moving frequently, and of transfers to distant locations, not to mention working in remote regions. Transfers are often made at the expense of relationships with family, friends, neighbours, and the community. Everyone is painfully aware of the temporary nature of certain relationships.

Today, people establish more contacts with others, a wider variety of contacts, some long-term, others short-term, but the fact that individuals broaden their social life does not ensure relationships of a better quality.

For the past few decades, there has been an unprecedented cultural upheaval on the religious as well as on the social and affective levels. New values have been proposed, such as equality of the sexes, personal growth, genuineness, autonomy, and democracy. These values serve as the basis for redefining the concepts of the individual, society, and interpersonal relationships.

In areas more relevant to children, these new values manifest themselves in the break-up of the family, the increasing popularity of live-in partners and short-term relationships, and the easing of moral standards.

In fact, culture, which is the basis of relational codes, is undergoing a profound transformation, the consequences of which have been accentuated by the impact of the electronic media.

3.2 The Media's Impact on the Quality of Interpersonal Relationships

The technological revolution has profoundly changed communications and their contribution to human relationships. Telecommunications enable people who are far apart to communicate more often; the telephone has replaced letter-writing. Whether relationships are work, family, friendly, or loving relationships, a few seconds suffice to make contact with the people involved. This rapid progress has had a noticeable effect; nevertheless, people should avoid limiting interpersonal relationships to verbal exchanges without physical contact. The importance of nonverbal language in communication, for example a handshake, a smile, or a look, is well established.

Some people blame television for even more serious consequences. Television permanently monopolizes the leisure time of most people at the expense of social contacts and relationships. Too often, it represents a lifeline or escape route out of a deep solitude, or a way to forget worries and conflicts. Adults are becoming increasingly aware of the omnipresence of television in their lives, and are trying to impose limits on its encroachment and adopt a life style which encourages better communication.

What can be said about the place television occupies in the lives of young people? According to a survey conducted by the C.R.T.C.*, youngsters from 2 to 11 years of age spend approximately 25 hours per week watching T.V. In all, they devote 1 300 hours per year to this activity; in comparison, they spend about 1 000 hours in school during a school year.

3.3 Interpersonal Relationships - A Learning Process

As stated earlier, the cultural revolution offers a challenge to the establishment and development of interpersonal relationships. The need to communicate, to live in harmony with one's self and with others, remains. This can be seen in our society's interest in the quality of its relationships, as evidenced by the increasing popularity of individual or group therapy and the importance given by organizations to developing genuine human relationships in the working world.

Clearly, learning about human relationships takes place through daily experience. Nevertheless, the more it is accompanied by an enlightened and progressive awareness, the more worthwhile and rewarding it is.

3.4 The Family and the School - Partners in Interpersonal Relationships

3.4.1 The Family - Introduction to Learning About Interpersonal Relationships

Children experience their first contacts with others in the family. Originally intimately linked to one parental figure, they then open up to the other parent and to their brothers, sisters, relatives, and friends. In the family, they experience different kinds of relationships: love, authority, equality, friendship. As situations arise, they learn to communicate, share, appreciate differences, resolve conflicts, become responsible, express desires, wishes, and opinions, experience frustration; in short, they develop their ego.

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* Canadian Radio and Television Commission, 1978.

The family represents the ground in which the child's first exchanges with their environment are rooted. It is within the family that children first situate themselves as they become aware of their own existence and that of others. This first contact with reality progresses along a continuum extending from lack of differentiation to maturation. If children are self-confident, they will not perceive another person as a rival, but simply as a person different from them. If they do not feel that their physical and psychological integrity is threatened, they will be able to live in harmony with themselves and with others, and will be able to communicate and play a positive role in a relationship.

3.4.2 The School - Complement to Learning About Interpersonal Relationships

As children grow, they broaden their relationships: the backyard, the street, the playground and the school offer them a range of potential relationships. Every day at school, children meet other children of the same age or older, as well as many adults. In class, in the school yard, in the halls, children are constantly relating to other people, among whom they will encounter certain people they did not choose.

These multiple relationships often result in difficulties and anxieties that can cause conflicts. Children, often helpless or awkward in these situations, will sometimes turn to their elders or to adults for protection or to solve their problems. The teacher arbitrates as best he/she can, but too often to a limited extent, and on an ad hoc basis.

The school, in conjunction with the family, should provide children with means of improving the quality of their relationships with others and solving their own difficulties. Because of the richness of its environment in terms of human relationships, the school has an obligation to provide these tools to the students, so that they can develop their ability to communicate and to develop fully in their relationships with other people by reflecting on themselves, on others, and on what an interpersonal relationship implies.

It is generally accepted that the school is the preferred place for systematic learning; there, young people can sustain and broaden their network of relationships, and experience the similarities or differences in attitudes, behaviour, and roles of different groups and individuals. Depending on their stage of development, they can reflect on the value of their current relationships and acquire the means to improve the quality of their relationships for themselves and those around them.

Interpersonal Relationships in school constitutes a powerful impetus in the personal and social growth of children. It encourages a profound, systematic reflection on the nature of human beings and an awareness of oneself and of others that serve as a basis for genuine relationships.

4. ORIENTATIONS OF THE INTERPERSONAL RELATIONSHIPS SECTION

What main orientations should the Interpersonal Relationships section have? What educational objectives should be prominent? What values should be recognized?

These questions are partially answered in the following discussion of the basis and characteristics of good relationships.

4.1 Basis of a Good Interpersonal Relationship

Everyone feels the need to live in harmony with other people: to find joy in life together, to be loved by others and to love others in their similarities and their differences, to be there for others and feel that others are there for them, and to experience mutual fulfillment in their relationship with another person. This is what can be termed a good relationship, a "quality" relationship. For a relationship to be good, it must be based on common motivation and mutual commitment.

COMMON MOTIVATION

All relationships originate in a meeting of two identities - common interest, common goal, or mutual desire to be with the other person. When there is no common motivation, there is no link between people; there is simply an interaction or chance meeting that may or may not give rise to a relationship.

MUTUAL COMMITMENT

To make a commitment means to participate, to invest energy in a task, a leisure activity, or a relationship. Commitment is possible only if the person is internally motivated to mutual fulfillment. Mutual commitment exists in a relationship in which each person uses all his/her personal energy to reach a shared goal.

Some people are in constant fear that commitment will limit their freedom and autonomy. They choose rather to have relationships involving no obligation. What they fail to realize is that commitment is a source of personal development if it is a response to an internal motivation for self-fulfillment. The greater the motivation, the deeper the commitment.

An interpersonal relationship should give priority to the full personal expression and personal development of each partner. If both parties desire the relationship, each will feel commitment toward the other; this is the basis of a good relationship.

4.2 Characteristics of a Good Interpersonal Relationship

A good relationship can be recognized by three main elements: mutual respect, exchange, and compromise. These elements are found in relationships involving work, friends, loved ones, family, and neighbours.

MUTUAL RESPECT

Being oneself with another person makes possible an objective acceptance of the other identity. The other person can then be considered different from oneself, without value judgments being involved and without this "otherness" seeming threatening. Envy and the feeling of inferiority so often experienced are absent from the relationship. Mutual respect allows people to be themselves, in a genuine and total way. To be respected creates an awareness of one's value and of one's own personality. To respect the other person means recognizing that the other is different and appreciating this difference. The other person is perceived as a source of enrichment and transcendence rather than as a threat. When this condition is satisfied, a valid exchange is possible between the partners in the relationship.

EXCHANGE

A good relationship implies a certain degree of exchange, that is, a change in the behaviour and attitudes of each person: exchange of opinions, feelings, and roles, in which each person brings to the other understanding, support, assistance, knowledge, advice, and respect.

Each person brings to the other some of his/her resources, weaknesses, and ways of understanding and experiencing reality. Exchange is the precondition for establishing a relationship of equality. This does not exclude the possibility of a certain form of authority or influence in the relationship. Nevertheless, the particular characteristic of a relationship in which there is genuine exchange is the alternation of roles. Neither party is under the impression that he/she is being manipulated, smothered, diminished; neither party accepts this or inflicts it on the other.

AGREEING ON A COMPROMISE

The value of a good interpersonal relationship stems from a common desire for self-actualization and development in company with the other person. Partners in a relationship must be able to express themselves freely without damaging the other person's well-being, hence the importance of accepting compromise. Each human being is unique in his/her personality, attitudes, behaviour, and individual needs. When two persons form a relationship, they must find an area of agreement which will enable them to live in harmony with themselves and with the other person; otherwise the relationship soon becomes a source of stress and conflict, which may lead to a break-up.

To accept compromise means to listen to oneself and to the other person, to have mutual respect, to want to progress together. When a compromise is agreed upon within a relationship, harmony is established and the relationship is necessarily enriched.

4.3 Prerequisites to Establishing a Good Interpersonal Relationship

Certain conditions contribute to establishing good interpersonal relationships; they constitute the fundamental elements of the personal and social development of human beings. They are self-confidence, self-actualization, and the determination of one's vital space. These conditions are closely related to one another in the sense that they influence one another, with the development of one promoting the emergence and development of the others.

SELF-CONFIDENCE

Self-confidence develops simultaneously with self-knowledge. It is difficult for individuals to develop if they are unaware of their own qualities, just as it is impossible to feel at ease with a tool if its properties and operation are unknown. Through the acquisition of enlightened, positive self-knowledge, individuals gradually acquire feelings of security and self-confidence.

Self-confidence is the moving force in creating autonomy. People who believe in themselves and their potential are unlikely to adopt attitudes of dependence toward others. To be self-confident is to feel good about oneself in one's mind, body, and heart.

SELF-ACTUALIZATION

Self-actualization means a commitment to one's personal and social development; it involves wanting to grow and to develop one's potential to the fullest. In order to do this, people must have a positive self-image, so that they can appreciate the characteristics of their individuality.

Only an individual motivated by his/her development can open up objectively to others. Achieving a complete awareness of one's identity and perceiving the other person as a distinct entity, he/she looks at the other person in an objective manner, and does not aim at using the other person to fill a lack. The other person constitutes a source of interest in himself/herself, a source of plenitude and joy; the relationship can then be unselfish and genuine.

Self-actualization is both a need and an impulsion. The more a person feels this need, the more he/she will use his/her energy to satisfy it.

Self-actualization is a life-long project. It is accomplished through everyday experiences in work, play, leisure, human relationships, and moments of solitude. It cannot be claimed that at a given time ultimate self-actualization has been attained. On the other hand, the chance of approaching it will be all the greater if the person has learned to know and truly accept himself/herself, and has explored the whole range of his/her potential. Only then will it be possible for him/her to make full use of his/her vital energy.

VITAL SPACE

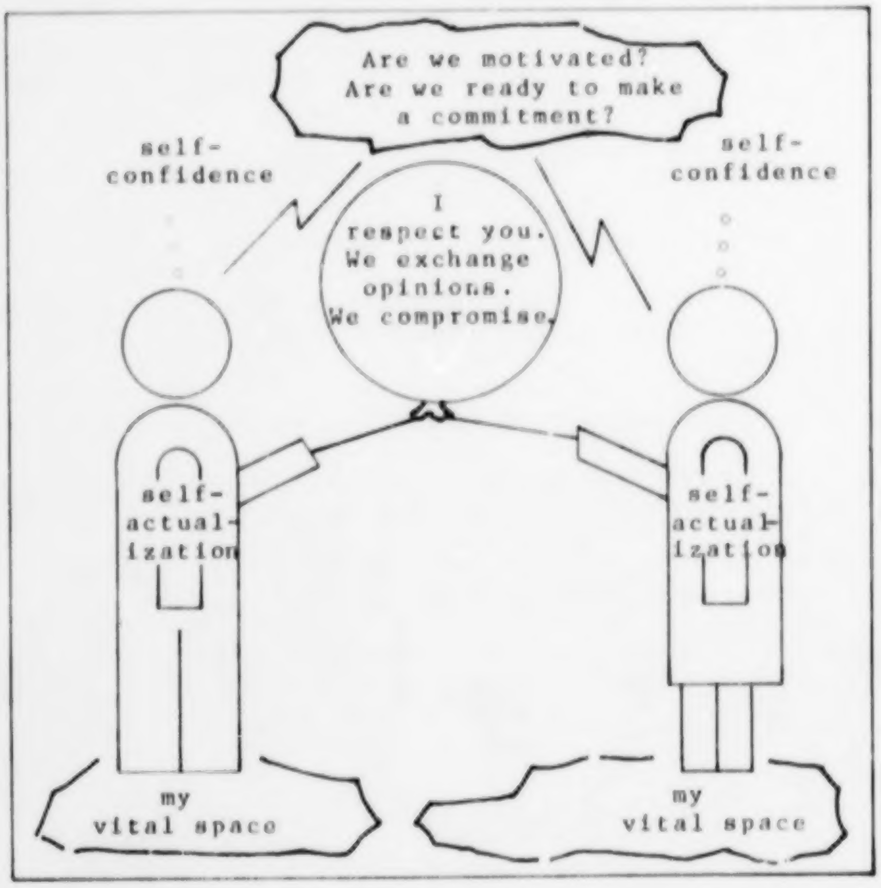
From the time people accept themselves and trust their potential, they tend progressively toward self-fulfillment and a better life. Aware of their own identity -- needs, desires, abilities, ideas and interests -- and wanting to express it, people establish and maintain the vital space in which they can fulfill themselves. This space is a kind of psychological field created by the individual to ensure autonomy. It enables those within a relationship to perceive themselves and the other person as distinct, each person retaining his/her own identity.

A good relationship requires that persons come to terms with their own reality; otherwise a relationship in which one party is taken over by the other and endeavours to model himself/herself on the other is created. This type of relationship runs counter to self-actualization because it creates dependence and contributes to the loss of autonomy and self-confidence. In a relationship that aims at being of benefit to both parties, it is important that each person maintain his/her "vital space" or "psychological distance" in relation to the other person so that each of them fully develops within the relationship.

Confidence and the desire to fulfill one's potential and ensure one's vital space are basic elements of personal development. They are also the prerequisites to establishing interpersonal relationships of quality because they encourage the integration of underlying values such as autonomy, genuineness, concern for excellence, justice, and respect for others. The choice of orientations in the present section is based on the recognition of these values in the student's personal and social education.

For a better understanding of the nature and characteristics of a good interpersonal relationship as well as its prerequisites, the concept can be illustrated as follows:

GOOD INTERPERSONAL RELATIONSHIP


Are we motivated?
Are we ready to make a commitment?
self-confidence
self-confidence
I respect you. We exchange opinions. We compromise.
self-actualization
self-actualization
my vital space
my vital space

4.4 Global Objective of the Interpersonal Relationships Section

Considering the issues and the role of the school in this matter, the ultimate objective of the Interpersonal Relationships section is to lead students to acquire a greater knowledge of themselves and of other people, as well as adopt attitudes and behaviour which will enable them to establish good interpersonal relationships.

The global objective of Interpersonal Relationships can be formulated as follows:

> To help students become aware of their reality and of that of others in order to improve the quality of their interpersonal relationships.

4.5 Aims of the Interpersonal Relationships Section

Because the global objective requires that the students focus on themselves before considering their relationships with others, the aims of the Interpersonal Relationships section will be divided according to three types of relationships.

The first aim concerns the relationship in which the person, in contact with himself/herself, endeavours to know himself/herself better and to develop the resources of his/her individuality.

The second objective concerns the relationship in which the person, in contact with another person, endeavours to establish ties that are harmonious and rewarding for himself/herself and for the other person.

The third objective concerns relationships within a group, in which the person seeks harmony in relationships and endeavours to participate actively as a member of the group.

Consequently, the objectives of this section are to promote in the students:

1. Knowledge of themselves as unique individuals and the adoption of attitudes and behaviour that promote self-esteem.
2. Knowledge of the other person and the adoption of attitudes and behaviour likely to improve the quality of their relationships.
3. Knowledge of themselves as members of a group and the adoption of attitudes and behaviour likely to help the group function in a positive way.

4.6 General Objectives

The aims of the Interpersonal Relationships section are intended for elementary and secondary schools. They do not, however, specify the particular areas to be covered in elementary or secondary school. In order to do this, the analysis must be carried further and the characteristics of the students in terms of needs and stage of development must be taken into consideration.

In secondary school, the general objectives encourage the students:

1. to adapt their self-image to the new realities of adolescent life;
2. to adjust to the different types of interpersonal relationships that are becoming available to them;
3. to expand their knowledge of certain phenomena associated with interpersonal communication;
4. to explore the implications of different relationships and means of improving them.

SUMMARY TABLE OF THE GENERAL ORIENTATIONS OF INTERPERSONAL RELATIONSHIPS IN SECONDARY SCHOOL

Global Objective of Interpersonal Relationships	To help students become aware of their reality and that of others in order to improve the quality of their interpersonal relationships.
Goals of Interpersonal Relationships Concerning the Relationships Implied by the Global Objective.	1. To foster the students' knowledge of themselves as unique individuals and the adoption of attitudes and behaviour that promote self-esteem. 2. To foster the students' knowledge of the other person and the adoption of attitudes and behaviour likely to improve the quality of their relationships. 3. To foster the students' knowledge of themselves as members of a group and the adoption of attitudes and behaviour likely to help the group function in a positive way.
	That the students:
General Objectives of Interpersonal Relationships in Secondary School.	1. Adapt their self-image to the new realities of adolescent life. 2. Adjust to the different types of interpersonal relationships that are becoming available to them. 3. Expand their knowledge of certain phenomena associated with interpersonal communication. 4. Explore the implications of various relationships and means of improving them.

5. LEARNING CONTENT AND OBJECTIVES

5.1 Learning Content

In secondary school, the content related to the development of good interpersonal relationships covers, in particular, the adjustments adolescents must make in relation to personal and social changes that begin at that age. The content also touches on different types of relationships they will experience as adults.

Concerning the relationship with the self, the content deals with the student's self-image as a person going through many changes.

Concerning relationships with his/her social environment, the content deals with the nature of relationships with others as well as with certain phenomena that occur within them. They also focus on adult interpersonal relationships.

The following chart indicates how the content studied at the secondary school level is distributed according to the types of relationships, specific areas in which the school is involved, related themes, and topics of study.

DISTRIBUTION OF THE LEARNING COONTENT OF INTERPERSONAL RELATIONSHIPS IN SECONDARY SCHOOL

TYPE OF RELATIONSHIP	SCHOOL'S AREA OF INVOLVEMENT	THEME	TOPIC OF STUDY
Relationship with the self, in which the person endeavours to know himself/herself better and to appreciate the resources of his/her individuality.	Adjustment of self-image.	My profile	- student's relationships compared with the relationships of his/her adult role model - factors influencing personal development - self-image - personal values - self-control - zest for life
		My potential	- contexts for development - continuity of development - feelings concerning his/her development
Relationship with another person, in which the person endeavours to establish ties that are harmonious and rewarding for himself/herself and for the other person.	Adjustment to different types of relationships.	Friendship	- characteristics of a true friendship - the role of a friend - signs of friendship - different notions of friendship - mutual interest - individual freedom - commitment
		Types of relationships	- changes in relationships during adolescence - variables - rewards - difficulties - various roles - limits - personal positions
		Choosing a relationship	- basic psychological needs - personal needs compared to types of relationships - satisfaction of needs and relationship - compensating relationships - means of satisfying basic needs
	In-depth examination of phenomena associated with communicating.	Conflict	- possibility of conflict - position on conflict - reasons for conflict - valid conflict - consequences of behaviour adopted in situations of conflict - values
		Attitudes	- types of attitudes towards others - positive and negative attitudes - changes of attitudes

TYPE OF RELATIONSHIP	SCHOOL'S AREA OF INVOLVEMENT	THEME	TOPIC OF STUDY
Relationship with a group, in which the person seeks harmony and active participation as a group member.	Exploration of various types of interpersonal relationships and the means to improve them.	Message clarification	- modes of expressing feelings - inference - reliability of information sources - other person's opinion
		Expectations	- definition of "expectation" - roles and expectations - expectations and perception of the other person - clarification of expectations
		Role stereotyping	- stereotypes in various relationships - definition of a role stereotype - non-stereotyped behaviours - reactions toward non-stereotyped roles - adoption or non-adoption
		Participation	- participation in family and school - degree of participation - feelings about participation - means of improvement
		Family relationships	- roles - implication of roles - types of relationships - harmony between the various types of relationships
		Work relationships	- types of relationships - difficulties - rewards - ways of establishing good relationships
		Neighbour relationships	- types of relationships - difficulties - rewards - ways of maintaining good relationships
		Life goals	- stages in relationships - attitudes at different stages - consequences of certain attitudes

5.2 Learning Objectives

To give the reader an overview of the secondary school objectives, the following chart presents all the general and terminal objectives for the cycles of this level.

The following pages present the terminal objectives of both cycles of secondary school in a more explicit fashion, namely with all the intermediate objectives that relate to them.

DISTRIBUTION OF THE LEARNING OBJECTIVES OF INTERPERSONAL RELATIONSHIPS IN SECONDARY SCHOOL

GENERAL OBJECTIVES	TERMINAL OBJECTIVES		INTERMEDIATE OBJECTIVES*
The students are to:	**The student will be able:**		
	First Cycle		
	T.1	To compare his/her relationships with those of his/her adult role model.	(4)
	T.2	To describe the new possibilities for development in adolescence.	(6)
1. Adapt their self-image to the new realities of adolescent life.	Second Cycle		
	T.1	To show how his/her self-image and what he/she wants to be are determining factors in his/her personal development	(5)
	T.2	To state the possibilities for personal development in adult life.	(5)
	First Cycle		
	T.3	To describe briefly the characteristics of adolescent friendship.	(12)
	T.4	To describe the interpersonal relationships experienced in adolescence.	(4)
2. Adjust to the various types of interpersonal relationships that are becoming available to them.	Second Cycle		
	T.3	To identify the key concepts of friendship in adolescents and in adults.	(4)
	T.4	To identify the characteristics of different types of interpersonal relationships.	(6)
	T.5	To establish his/her personal position in relation to the need for dependence and autonomy in his/her various relationships.	(12)

* The number in brackets corresponds to the number of intermediate objectives related to the terminal objective.

GENERAL OBJECTIVES	TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES*
	T.6 To correctly associate the type of relationship he/she is seeking with his/ her basic psychological needs.	(7)
3. Expand their knowledge of certain phenomena associated with interpersonal communication.	First Cycle	
	T.5 To be aware that he/she must confront conflicts.	(8)
	T.6 To evaluate different ways of finding out how the other person feels.	(5)
	T.7 To understand the value of clarifying his/her expectations in his/her various relationships.	(10)
	T.8 To evaluate the stereotyped aspects of his/her relationships.	(8)
	Second Cycle	
	T.7 To identify the values that should guide him/her in a conflict.	(3)
	T.8 To show that attitudes toward others influence the nature and quality of interpersonal relationships.	(6)
	T.9 To discover the point of view of others in various interpersonal relationships.	(5)
4. Explore the implications of various relationships and means of improving them.	First Cycle	
	T.9 To indicate means of implementing his/her wish to participate in family and school activities.	(5)
	Second Cycle	
	T.10 To give a short description of his/her relationships within his/her future family.	(5)
	T.11 To present an overall view of the various interpersonal relationships in the work environment.	(5)
	T.12 To describe his/her future relationships with his/her neighbours.	(5)
	T.13 To evaluate the implications of his/her personal position on his/her future relationships.	(6)

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* The number in brackets corresponds to the number of intermediate objectives related to the terminal objective.

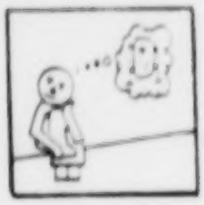
Terminal and Intermediate Objectives First Cycle

THEME: My Profile

TERMINAL OBJECTIVE 1

TO COMPARE HIS/HER RELATIONSHIPS WITH THOSE OF HIS/HER ADULT ROLE MODEL.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
1.1 To give a brief description of the man or woman he/she would like to become (his/her adult role model).	
1.2 To identify the important relationships in the life of his/her adult role model.	- Relationships: . between a couple: . husband/wife . boyfriend/girlfriend . father/mother . professional: . co-workers . supervisors . employees . friendship . parents and young children . children . adolescents
1.3 To describe the role of his/her adult model in the important relationships of life.	
1.4 To compare the behaviour he/she attributes to his/her adult role model with his/her own behaviour.	- Elements of comparison: . freedom to spend his/her money . independence . leisure activities

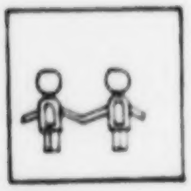


THEME: My Potential

TERMINAL OBJECTIVE 2

TO DESCRIBE THE NEW POSSIBILITIES FOR DEVELOPMENT IN ADOLESCENCE.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
2.1 To exchange opinions with his/her peers on the similarities and differences between what they experienced in the past and what they experience or will experience during adolescence.	- Examples: . dating . permission to stay out later
2.2 To exchange opinions with his/her peers, parents, and teachers on the new capacities of his/her body.	- Examples: . attraction to another person . capacity to conceive or father a child . greater physical endurance
2.3 To exchange opinions with his/her peers, parents, and teachers on what adolescents can do or do better in comparison with children in elementary school.	- Examples: . school work . weekend job . organization of leisure activities
2.4 To exchange opinions with his/her peers, parents, and teachers on possibilities afforded by his/her new intellectual capabilities.	- Examples: . discussions with friends . reading material of his/her own choice . defending his/her opinion to his/her friends
2.5 To exchange ideas with his/her peers, parents, and teachers on changes in the roles he/she can play in the family and at school.	- Examples: . school council . sharing household tasks . babysitting
2.6 To describe briefly how he/she feels about these changes.	- Examples: . pride . autonomy . worry



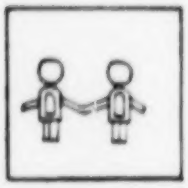
THEME: Friendship

TERMINAL OBJECTIVE 3

TO DESCRIBE BRIEFLY THE CHARACTERISTICS OF ADOLESCENT FRIENDSHIP.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
3.1 To indicate what characterizes a real friendship.	
3.2 Among these characteristics, to distinguish feelings from behaviour.	- Friendly feelings: sympathy, affinity, fraternity, jealousy, solidarity, tolerance, etc. - Friendly behaviour: to stick up for the other person, to offer help, to talk about his/her problems, to listen to the other person, etc.
3.3 To define the role of a friend.	- Role of a friend: behaviour expected from a friend
3.4 To compare his/her idea of the role of a friend with that of other people's.	
3.5 To associate the behaviour he/she expects from a real friend with the friendly feelings they indicate.	- Example: understanding a personal problem, shown by teasing the other about it or by discussing it
3.6 To name other behaviour that could express the same friendly feelings.	- Examples: . laughing together . enjoying the other's company . meeting at a restaurant for a chat
3.7 To recognize that the same feeling can be expressed through different behaviour.	- Examples: . Sympathy can be expressed by: . talking . laughing . doing something with the other person . listening to the other person

3.8 To identify other feelings that might be at the source of behaviour he/she expects from a real friend.	
3.9 To recognize that a given behaviour can be motivated by different feelings.	- Example: . taking part in sports together can be motivated by the wish to have fun or to compete
3.10 To be aware that there are many concepts of friendship and that they are expressed by different roles people play.	
3.11 To discuss with his/her peers the concept of mutual interest and reciprocity within a friendship.	- Concept of complementarity: in my friend, I look for someone different from me - Concept of mutual trust: I expect my friend to believe me and I believe him/her - Concept of cooperation: I help my friends when they need it and I expect the same from them. - Concept of sharing: I like to lend my things, but I also like to share my happiness and my sorrow with my friends for example, I call them on the telephone as soon as something important happens to me
3.12 To discuss with his/her peers the concept of individual freedom in a friendship.	

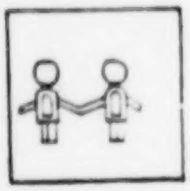


THEME: Types of Relationships

TERMINAL OBJECTIVE 4

TO DESCRIBE THE INTERPERSONAL RELATIONSHIPS EXPERIENCED IN ADOLESCENCE.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
4.1 To review the various types of interpersonal relationships.	- Types of relationships: friendship, love, neighbourliness, parent-child, student-teacher, student-class, community-nation, opposition, conflict, cooperation, etc.
4.2 To discuss with his/her peers the differences they find in various interpersonal relationships.	- Differences in: . the feelings they experience . the roles they play . the attitudes of others toward them . their expectations in their relationships . their preference for certain relationships
4.3 To exchange ideas with his/her peers on the perception of the relationships they will experience in the future.	- Differences: - relationships will be more numerous and diversified (work relationships) - relationships will be more equal between adults - parent-child relationships will be very different - Similarities: . Basic feelings will remain the same: . friendship . cooperation . jealousy . love . companionship
4.4 To give the broad outlines of interpersonal relationships in adolescence.	- Concept of choice - Concept of freedom

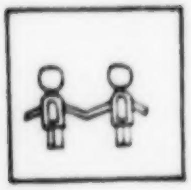


THEME: Conflict

TERMINAL OBJECTIVE 5

TO BE AWARE THAT HE/SHE MUST CONFRONT CONFLICTS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
5.1 To indicate whether he/she has ever had a relationship entirely without conflict.	- See Terminal Objective 6 (elementary school, first cycle) and Terminal Objective 7 (elementary school, second cycle)
5.2 To indicate whether he/she thinks a person should never be in conflict.	
5.3 To indicate whether he/she thinks that conflict should absolutely be avoided.	
5.4 To indicate situations in which he/she thinks that conflicts are justified.	- Situations: . where his/her safety is threatened . where personal dignity is not respected . where the person has been manipulated, e.g. strikes, social movements, petitions
5.5 To indicate situations in which he/she thinks that conflicts are unjustified.	- Concept of justified and unjustified conflicts
5.6 To indicate the possible consequences if aggression is not confronted.	- Positive consequences: the aggression disappears - Negative consequences: the aggression disappears but the basic conflict remains
5.7 To indicate the possible consequences if aggression is confronted.	- Positive consequences: serious attempt to settle the conflict - Negative consequences: uncontrollable escalation of personal attacks (blows, insults)
5.8 To indicate ways of settling a conflict.	



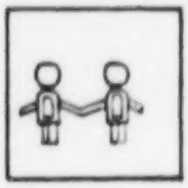
THEME: Message Clarification

TERMINAL OBJECTIVE 6

TO EVALUATE DIFFERENT WAYS OF FINDING OUT HOW THE OTHER PERSON FEELS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
6.1 To indicate kinds of behaviour from which he/she can infer whether another person feels friendly toward him/her.	- Verbal behaviour: . talking and discussing things . joking . calls . notes - Nonverbal behaviour: . refusing to talk . laughing . pretending not to see the other person . bumping and jostling . "hanging out" together . fooling around in class together
6.2 To indicate what sorts of behaviour express friendly feelings toward the people with whom he/she has a relationship.	- Examples: . How do I let a person know that I like him/her? . I look at him/her . I listen to him/her . I feel close to him/her
6.3 To recognize that in the absence of verbal expression in a relationship, the interpretation of the other person's feelings are inferred from his/her behaviour.	- Example: I assume that my friend is angry when he/she doesn't speak to me
6.4 To indicate on what bases he/she establishes a link between behaviour and feelings.	- Source of information: . personal experience . other people's experiences . observing the progress of other relationships . reading: novels, romantic picture stories, advice column such as "Dear Abby," books on psychology

6.5 To evaluate the reliability of his/her sources of information as a basis for understanding the feelings that motivate other people's behaviour.	- Check whether he/she has understood correctly by asking the other person



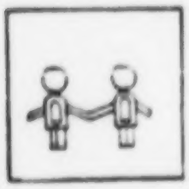
THEME: Expectations

TERMINAL OBJECTIVE 7

TO UNDERSTAND THE VALUE OF CLARIFYING HIS/HER EXPECTATIONS IN HIS/HER RELATIONSHIPS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
7.1 To recognize that he/she usually counts on the people he/she befriends to be friends with him/her.	- Example of expectations: . friends are expected to call often, provide encouragement, spend time with me
7.2 To define "expectations" in a friendship.	- Expectations of a friend: . what I expect from a friend because he/she is my friend
7.3 To recognize that different ideas of the role of a friend lead to different expectations of the other party in the friendship.	- Examples: . my friend spends time with me . he/she invites me to his/her house . he/she does not steal my girlfriend/boyfriend
7.4 To indicate his/her expectations in a friendship.	
7.5 To recognize that what he/she expects from his/her friends depend on his/her personal idea of the role of a friend.	- See Terminal Objective 3, first cycle
7.6 To indicate his/her expectations of the other person in his/her various relationships.	
7.7 To recognize that his/her expectations of others depend on his/her personal idea of the roles of each person in these various relationships.	- Relationships: . parent-adolescent (at various ages) . teacher-student . superior-subordinate . leader-follower

7.8 To recognize that his/her expectations are limited by his/her perception of the capacity of the other person.	- Example: my expectations of my older brothers and sisters compared to my expectations of my younger brothers and sisters.
7.9 To recognize that expectations not perceived by the other person can become a source of misunderstanding in a relationship.	
7.10 To agree that it is useful to clarify each person's expectations in order to avoid misunderstandings.	- Clarification: . discussing things . comparing his/her expectations to those of others . watching films or television series and dramas on the subject



THEME: Role Stereotyping

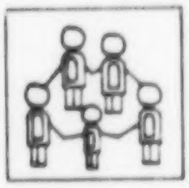
TERMINAL OBJECTIVE 8

TO EVALUATE THE STEREOTYPED ASPECTS OF HIS/HER RELATIONSHIPS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
8.1 To find in his/her social environment common ideas about roles in various relationships.	- Role stereotypes in relationships: . parents-children (at various ages) . teacher-student . superior-subordinate . among friends . leader-follower
8.2 To define role stereotyping.	- Role stereotyping: ready-made or preconceived idea of the roles that should be played by partners in a relationship or by members of a group
8.3 To be aware of any of his/her behaviour that come from role stereotyping.	
8.4 To identify the emotions related to the various aspects of the roles he/she plays in his/her relationships.	- Example of emotions: pleasure or displeasure of having to play a particular role (e.g. the "big sister" role)
8.5 To identify individuals whose behaviour patterns are different from stereotypes and to differentiate these behaviours.	- Behaviour of people around him/her, T.V. personalities, film stars, celebrities, and so on
8.6 To try to understand the intentions and emotions of these individuals in their non-stereotyped roles.	
8.7 To indicate his/her own reactions and those of the groups he/she belongs to concerning non-stereotyped roles.	- Emotional and behavioural reactions (e.g. with a person who does not dress according to current styles): . laughing at the other person . insulting him/her . refusing to talk to him/her

8.8 To compare the personal advantages and disadvantages of adopting or not adopting role stereotypes in his/her relationships.	- Advantages of adopting stereotypes: . security . easiness . acceptance by the majority - Disadvantages of adopting stereotypes: . conformity . fear of change . limit to one's action

THEME: Participation

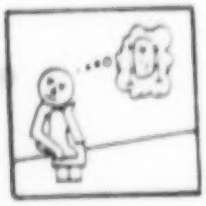


TERMINAL OBJECTIVE 9

TO INDICATE MEANS OF IMPLEMENTING HIS/HER WISH TO PARTICIPATE IN FAMILY AND SCHOOL ACTIVITIES.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
9.1 To evaluate his/her level of participation in family and school activities.	- Family and school activities: . household chores . leisure activities in the family . school council . school sports clubs . religious activities
9.2 To evaluate his/her level of satisfaction with his/her participation in family and school activities.	
9.3 To find what can stop him/her from a satisfying participation in family and school activities.	- Obstacles: . lack of interest in a particular activity . liking to be alone . fear of lacking the necessary capacities . lack of interest in the people around him/her
9.4 To discuss the feelings he/she experiences and the difficulties he/she perceives with the people involved.	
9.5 To indicate possible ways to reach a satisfying level of participation.	

Terminal and Intermediate Objectives Second Cycle



THEME: My Profile

TERMINAL OBJECTIVE 1

TO SHOW HOW HIS/HER SELF-IMAGE AND WHAT HE/SHE WANTS TO BE ARE DETERMINING FACTORS IN HIS/HER PERSONAL DEVELOPMENT.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
1.1 To indicate personal factors that can influence his/her future.	- Factors: . self-image . values lived by . self-control . zest for life
1.2 To discuss with his/her peers how a negative or positive self-image can affect personal development.	- Effects of a positive self-image: . self-confidence . feeling of well-being . motivation - Effects of a negative self-image: . feelings of rejection . dependence . passive attitude toward life
1.3 To discuss with his/her peers how the adoption or rejection of certain values affects him/her.	- Effects of the adoption or rejection of values: . self-respect . critical sense . genuineness . truth . love . openness to life . taste for beauty . sense of democracy and respect for other people . autonomy and responsibility . unselfishness . spirituality
1.4 To discuss with his/her peers how self-control or lack of self-control affects him/her.	- Possible effects: . feeling of pride when succeeding . feeling of weakness or disappointment when failing . desire to lay the responsibility on someone else

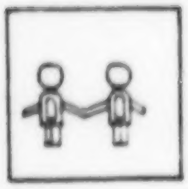
1.5 To discuss with his/her peers how his/her zest for life can affect him/her.	- Effects: . better physical health . well-being . motivation to undertake something . sense of risk

THEME: My Potential

TERMINAL OBJECTIVE 2

TO STATE THE POSSIBILITIES FOR PERSONAL DEVELOPMENT IN ADULT LIFE.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
2.1 To define in his/her own words the meaning of the word "development."	
2.2 To review the various domains of personal development he/she has observed in himself/herself.	- Domains: . the body . knowledge (of self, of life) . friends . autonomy
2.3 To indicate the contexts of adult life that offer the possibility of personal development.	- Contexts: . work . couple . family . social organizations . neighbours . travelling . friends . leisure activities
2.4 To define how these various contexts encourage personal development.	
2.5 To hold discussions with his/her peers to find out whether personal development ever stops.	

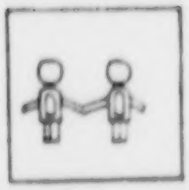


THEME: Friendship

TERMINAL OBJECTIVE 3

TO IDENTIFY THE KEY CONCEPTS OF FRIENDSHIP IN ADOLESCENTS AND IN ADULTS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
3.1 To discuss with his/her peers the changes that have occurred in their friendships.	- Changes: . being friends only compared to being a "girlfriend" or "boyfriend" . choice of a friend (girl or boy) . durability of the relationship
3.2 To discuss with his/her peers the concept of commitment in a friendship.	
3.3 To discuss with his/her peers the concept of autonomy in a friendship.	
3.4 To discuss with his/her peers the concept of interdependence in a friendship.	



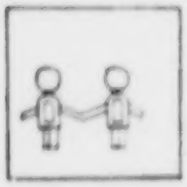
THEME: Types of Relationships

TERMINAL OBJECTIVE 4

TO IDENTIFY THE CHARACTERISTICS OF DIFFERENT TYPES OF INTERPERSONAL RELATIONSHIPS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
4.1 To find the variables in interpersonal relationships.	- Variables: number of persons involved, place, kind of relationship, purposes, age, sex, and so on
4.2 To describe the general framework within which various relationships take place.	- Framework: family, group, work, leisure activities, neighbourhood, school, parties, and so on
4.3 To indicate the various difficulties specific to each type or interpersonal relationship.	- Difficulties: lack of self-respect, possessiveness, alienation, depreciation, inconsistency, and so on
4.4 To indicate the advantages of various interpersonal relationships.	- Advantages: security, self-respect, trust, intimacy, assurance, openness, constructive criticism, pleasure, communication, and so on
4.5 To name the roles played in various types of relationships.	- Roles: authority, partner, opponent, supporter, leader, adviser, and so on
4.6 To find the potential and limits of various interpersonal relationships.	- Potential and limits of: temporary relationships, open relationships, intense and intimate relationships, professional relationships, and so on.

THEME: Types of Relationships



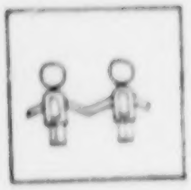
TERMINAL OBJECTIVE 5

TO ESTABLISH HIS/HER PERSONAL POSITION IN RELATION TO THE NEED FOR DEPENDENCE AND AUTONOMY IN HIS/HER VARIOUS RELATIONSHIPS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
5.1 To recognize that in every relationship each partner tends to satisfy some of his/her needs.	- Concept of selfishness in relationships
5.2 To recognize that in every relationship each partner depends on the other to help him/her satisfy certain needs.	- Needs of dependence: . presence understanding . physical or material assistance . advice . gratitude
5.3 To understand that this phenomenon induces a certain interdependence in every relationship.	- Interdependence: mutual dependence
5.4 To understand that this interdependence in the relationship is limited by needs related to autonomy.	- Needs related to autonomy: . personal activities . private life . making personal decisions which affect his/her life style . choosing his/her friends
5.5 To find signs of interdependence and autonomy in his/her social environment.	- Interdependence and autonomy in relationships: . parents-child (at various ages) . teacher-student . friends . couple . superior-subordinate . leader-follower
5.6 To compare the respective advantages and disadvantages of interdependence and autonomy in relationships.	

5.7 To specify how he/she would like to live his/her relationships.	- Share of interdependence and autonomy in his/her relationships: e.g. autonomy (to go on vacation alone) and interdependence (to take holidays only with friends)
5.8 To find signs of dependence and autonomy in his/her relationships.	
5.9 To evaluate the dependence and autonomy he/she manifests in his/her relationships according to what he/she judges to be desirable.	
5.10 To imagine how he/she could change his/her behaviour in his/her relationships to adjust to the interdependence/autonomy ratio that he/she judges desirable.	
5.11 To indicate his/her possible reactions and those of the other if he/she changed his/her behaviour.	- Emotional and behavioural reactions
5.12 To compare the personal advantages and disadvantages of changing his/her behaviour on a more or less long term basis.	- Possible consequences of adopting more dependent or more autonomous behaviour.

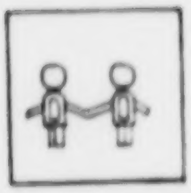
THEME: Choosing a Relationship



TERMINAL OBJECTIVE 6

TO ASSOCIATE CORRECTLY THE TYPE OF RELATIONSHIP HE/SHE IS SEEKING WITH HIS/HER BASIC PSYCHOLOGICAL NEEDS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
6.1 To review the basic psychological needs of a person.	- See T.O. 5 (Health Education Section, secondary school, first cycle) - See T.O. 1 (Health Education Section, elementary school, second cycle) - Basic needs: . attention . affection . recognition . sense of belonging
6.2 To indicate how he/she satisfies his/her needs.	
6.3 To review the specific contributions of the different interpersonal relationships to satisfying his/her needs.	- See T.O. 4 (secondary school, second cycle)
6.4 To recognize that it is not always possible to satisfy his/her needs in a relationship.	- Examples of unsatisfied needs: . need to communicate in a class of 30 students . need for an adult to turn to in school (tutor, adviser)
6.5 To recognize that it is not always possible to have the relationships he/she would like to have.	
6.6 To recognize that certain people develop and maintain compensating interpersonal relationships.	
6.7 To indicate means to maintain the interpersonal relationships that answer his/her basic needs.	- Means: . identifying his/her needs . self-assertion . capacity to choose his/her own relationships

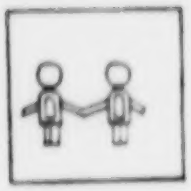


THEME: Conflict

TERMINAL OBJECTIVE 7

TO IDENTIFY THE VALUES THAT SHOULD GUIDE HIM/HER IN A CONFLICT.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
7.1 To discuss with his/her peers the important points to consider in a conflict.	- Points to consider: . his/her own point of view . the other person's point of view
7.2 To find a set of values that can guide him/her in solving a conflict.	- Values: . self-respect . respect for the other person . genuineness . justice . unselfishness . responsibility . freedom
7.3 To rank these values in order.	

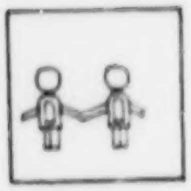


THEME: Attitudes

TERMINAL OBJECTIVE 8

TO SHOW THAT ATTITUDES TOWARD OTHERS INFLUENCE THE NATURE AND QUALITY OF INTERPERSONAL RELATIONSHIPS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
8.1 To discuss with his/her peers, parents, and teachers the effect of his/her attitudes toward others in an interpersonal relationship.	
8.2 To identify general attitudes that characterize interpersonal relationships.	- Attitudes: trust, suspicion, respect, contempt, concern, detachment, conciliation, aggressiveness, acceptance, rejection, possessiveness, independence, optimism, pessimism, patience, abruptness, and so on
8.3 To distinguish the attitudes that lead to a good relationship from those that don't.	
8.4 To indicate how certain attitudes toward others help the quality of a relationship.	
8.5 To indicate how certain attitudes toward others harm the quality of a relationship.	
8.6 To indicate changes in attitudes that could improve certain difficult situations for himself/herself and for others.	

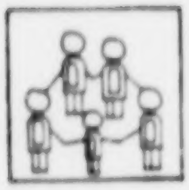


THEME: Message Clarification

TERMINAL OBJECTIVE 9

TO DISCOVER THE POINT OF VIEW OF OTHERS IN VARIOUS INTERPERSONAL RELATIONSHIPS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
9.1 To discuss with his/her peers the importance of accurately interpreting the intentions of others in interpersonal relationships.	
9.2 To discuss with his/her peers the difficulties in interpreting the actions of others.	
9.3 To be aware of the sources of information which make it possible to evaluate the intentions of others as accurately as possible.	- Sources: his/her memories and personal experiences, the other person's explanations, nonverbal language, opinions from third parties, the other person's reputation, and so on
9.4 To find what seems to him/her the most reliable sources that will enable him/her to understand others.	
9.5 To interpret the actions of certain characters in a story, a book, a film, or a television series.	

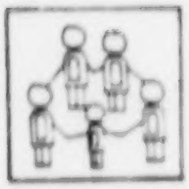


THEME: Family Relationships

TERMINAL OBJECTIVE 10

TO GIVE A SHORT DESCRIPTION OF HIS/HER RELATIONSHIPS WITHIN HIS/HER FUTURE FAMILY.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
10.1 To discuss with his/her peers the possibility of having a family in the future.	
10.2 To discuss with his/her peers the various roles he/she will be called upon to play.	- Possible roles: partner in a couple, responsible for children's upbringing, breadwinner, consumer, provider of support, adviser, protector, authority, confidant, liberator, friend, and so on
10.3 To discuss implications of these roles with his/her peers, parents, and teachers.	- Implications in terms of: personal commitment, time devoted, time available for himself/herself and for others, planning, exchange, compromise, difficulties, rewards, and so on
10.4 To discuss with his/her peers, parents, and teachers the differences in various relationships within a family.	- Differences in various relationships such as: adult to adult, adult to child, adult-child-adult, adult to young child, adult to adolescent, and so on
10.5 To discuss with his/her peers, parents and teachers the need to balance the interpersonal relationships within the family.	- Concepts: . multiplicity of relationships, conflicts of interest of members or couples within a family, particular affinity of certain members, first experience of a community, and so on.

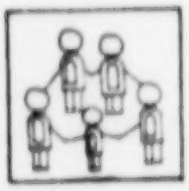


THEME: Work Relationships

TERMINAL OBJECTIVE 11

TO PRESENT AN OVERALL VIEW OF THE VARIOUS INTERPERSONAL RELATIONSHIPS IN THE WORK ENVIRONMENT.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
11.1 To discuss with his/her peers, parents, and teachers the relative importance of interpersonal relationships in the workplace.	
11.2 To indicate the various forms of work relationships.	- Potential work relationships: between colleagues, superior to subordinate, subordinate to superior, boss to employee, employee to boss, union representative to boss, and so on
11.3 To discuss with his/her peers, parents, and teachers the different forms that relationships can take.	- Forms relationships can take: equal, dominant to dominated, decision-maker to adviser, mutual support, representing, opposing, collaborating, cooperating, and so on.
11.4 To indicate the difficulties and advantages of these various relationships.	
11.5 To discuss with his/her peers, parents, and teachers what is likely to lead to establishing rewarding work relationships.	

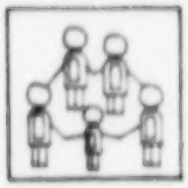


THEME: Neighbour Relationships

TERMINAL OBJECTIVE 12

TO DESCRIBE HIS/HER FUTURE RELATIONSHIPS WITH HIS/HER NEIGHBOURS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
12.1 To discuss with his/her peers, parents, and teachers the importance of relationships with neighbours.	
12.2 To indicate the various forms these relationships can take.	- Forms of relationships: couples, man to woman, woman to woman, man to man, with the neighbour's children, and so on. - Leisure-time relationships, mutual aid, friendship, and so on.
12.3 To indicate the difficulties of relationships with neighbours.	
12.4 To identify advantages of relationships with neighbours.	
12.5 To discuss with his/her peers, parents, and teachers how to maintain good relationships with neighbours.	



THEME: Life Goals

TERMINAL OBJECTIVE 13

TO EVALUATE THE IMPLICATIONS OF HIS/HER PERSONAL POSITION ON HIS/HER FUTURE RELATIONSHIPS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
13.1 To indicate the important relationships in his/her future life.	- Relationships: . couple . professional . friendship . parents-children (at various ages)
13.2 To indicate important stages and events that are foreseeable in each of his/her relationships.	- Relationship in a couple: . decision to marry or live together . finding a place to live . adapting to life together . arrival of children . decisions concerning the care and upbringing of the children - Relationships between parents and children: . care of the baby . parents working outside the home . establishing rules . placing children in a daycare centre or in school - Relationships: . adapting to current practices at work . labour disputes . conflicts between colleagues or with the boss
13.3 To indicate attitudes that he/she might adopt when important stages and events occur in his/her future relationships.	

13.4 To evaluate the effect of these various attitudes in the development of his/her future relationships.

13.5 To evaluate the consequences of these various forms of development for himself/herself and for others.

13.6 To evaluate the various attitudes he/she might adopt in light of their consequences for himself/herself and for others.

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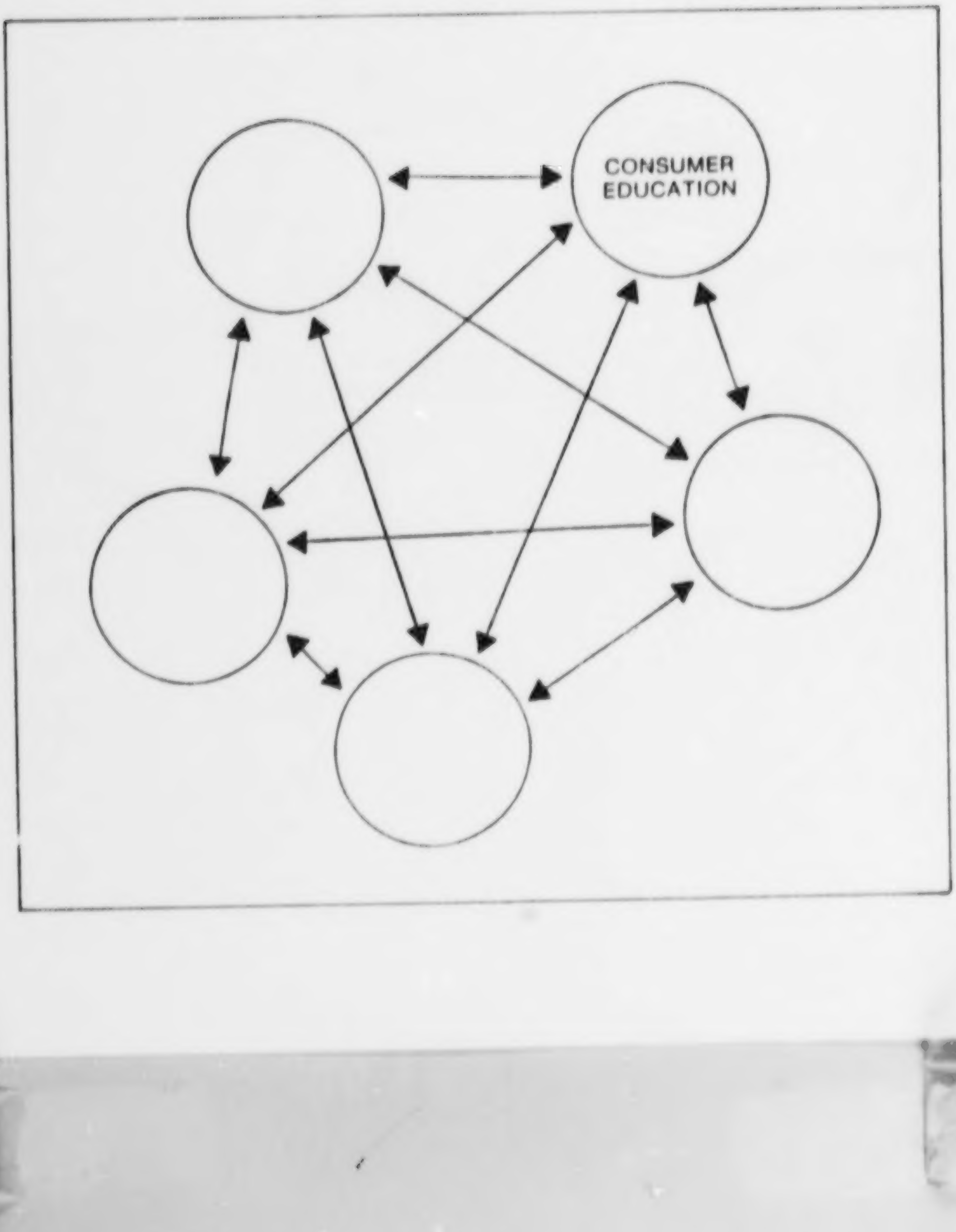
SECTION D

Consumer Education


CONSUMER EDUCATION

SUMMARY

1. Contribution of Consumer Education to the Students' Development

2. Relationship of the Consumer Education Section to the Other Sections of the Program and to Other Secondary School Programs

    2.1 Relationship Between the Consumer Education Section and the Other Sections of the Program
    2.2 Relationship Between the Consumer Education Section and Other Secondary School Programs

3. Key Issues of the Consumer Education Section

    3.1 Production Economy Compared to Consumer Economy
    3.2 Consciousness-Raising
    3.3 Today's Young Consumers
    3.4 The Family: Starting Point for Consumer Education

4. Orientations of the Consumer Education Section

    4.1 Role of the School
    4.2 Global Objective of the Consumer Education Section
    4.3 Aims of the Consumer Education Section
    4.4 General Objectives

5. Learning Content and Objectives

    5.1 Learning Content
    5.2 Learning Objectives

6. Bibliography

1. CONTRIBUTION OF CONSUMER EDUCATION TO THE STUDENTS' DEVELOPMENT

The Consumer Education section, like the previous sections of this program, offers a program whose ultimate goal is the personal and social development of the students. It approaches this development with the aim of making the students aware that their status as consumers changes as they grow older. It also aims at developing their ability to act in an aware, responsible way both now and in the future.

From the personal point of view, this section aims at the students' acquisition of greater self-awareness as consumers. In the first cycle of secondary school, the students are asked to study an area in which they are major consumers: leisure. They are led to define their needs and to examine how they use the resources which are necessary for their leisure activities. In the second cycle of secondary school, their education is centred on preparing for an autonomous life. This program follows the module entitled "Housing" in the Family Life program of Secondary II, applying it on one hand to the situation of adolescents who will be leaving their family and on the other hand to considerations related to the choice of a means of transportation.

From the social point of view, adolescents have already begun to be subject to many pressures that force them to achieve greater autonomy. As consumers, they are constantly required to make choices. Adolescents must be led to understand and analyse the economic realities around them with which they must come to terms in their present and future experiences. This section also aims at the acquisition of a greater knowledge of other people and of their behaviour with regard to consumption and an understanding by the students of the social implications of their roles in the consumer world.

2. RELATIONSHIP OF THE CONSUMER EDUCATION SECTION TO THE OTHER SECTIONS OF THE PROGRAM AND TO OTHER SECONDARY SCHOOL PROGRAMS

2.1 Relationship Between the Consumer Education Section and the Other Sections of the Program

The main influences that the other sections of the program have on the Consumer Education section are as follows:

RELATIONSHIP BETWEEN THE CONSUMER EDUCATION SECTION AND THE OTHER SECTIONS

Other Sections		Consumer Education
Health Education	→	Health as a value in the choice of responses to personal needs.
Sex Education	→	Marketing of sexuality. Attention given to sexist advertising.
Interpersonal Relationships	→	Respect for personal integrity in consumer choices.
Life in Society	→	Social aspect of consumption. The consumer's rights and responsibilities. Attention given to promoters of new products and services.

2.2 Relationship Between the Consumer Education Section and Other Secondary School Programs

This section on Consumer Education does not cover all aspects of consumption because other secondary school programs also cover this subject matter. It complements the Home Economics course in Secondary II and Economics in Secondary V.

The Home Economics course in Secondary II is oriented toward the adolescent's needs in housing, clothing, nutrition, and family life. The management process is the integrating concept for all the elements of this course. The introduction to consumption is as important a section of the program as the introduction to production. Both aspects are presented as valid means of satisfying the student's needs while developing his/her personal resources, and are approached from the perspective of conservation of resources.

The Economics course in Secondary V devotes one module out of seven to consumer education. The aim of this module is to help the students learn to become intelligent consumers and understand that they are the first agents of production. Aspects of income not related to consumption, as well as savings, are also covered in the program. This module stresses certain abilities, among which are a sense of money management and a capacity for making rational choices.

3. KEY ISSUES OF THE CONSUMER EDUCATION SECTION

3.1 Production Economy Compared to Consumer Economy

The shift from a production economy to a consumer economy is quite recent, and has led to considerable changes in the habits and behaviour of Quebecers on both the social and the economic level.

The advent of radio and television and the transition from rural to urban life have disrupted consumer habits. At the beginning of the century, individuals spent the greater part of their income to satisfy essential needs. Today, they have seen their income increase and their needs multiply. The North American continent is in an era of overconsumption. Increases in income and in the standard of living make it possible for the majority of Quebecers to satisfy new needs which go beyond the basic ones.

The industrial society has instituted highly concentrated mass production, which has resulted in an increasingly dynamic and diversified consumption. In order to maintain a certain rate of growth and to decrease production costs, consumption has had to be increased. Mechanisms have been developed to make consumers aware of products and to make products accessible to people from all walks of life. In the present industrial context, advertising of all kinds is used to stimulate and convince rather than inform. Credit makes it possible for people who cannot afford to buy goods and services to obtain them immediately.

This transformation is characterized by the increasing complexity of problems facing consumers. It is more and more difficult for consumers to make decisions about goods and services because of the decrease in quality, the abundance of goods, the ceaseless fluctuation in prices, and the constant appearance of new products.

In this consumer economy, adolescents gradually become part of the mass of consumers, with all the pressures that modern society puts on them. Hence the importance of offering them the means of taking charge of their own lives, developing their own initiative and sense of responsibility, and behaving with increasing maturity and autonomy in the consumer world.

3.2 Consciousness-Raising

Increasingly, citizens are aware of such disastrous consequences of consumption as it is currently practised as destruction of the environment, depletion of raw materials, and unbalanced distribution of natural resources. More and more institutions, groups, and individuals oppose this phenomenon.

The challenge is enormous. Overproduction and the stimulation of consumption are inherent in our economic development. Consumer education has its value, but it also has its limits. It becomes paradoxical to encourage people to consume less when clothes and shoes wear out faster and electronic appliances, cars, and toys break more often. The more aware people become of what is happening at this level, the greater the chance that consumer behaviour will change, and that pressures will be strong enough to have a favourable influence on the consumer system.

3.3 Today's Young Consumers

We often tend to think that only adults have a role to play in the consumer world. Young people, in their own way, play an important role. Like adults, they have needs to satisfy in accordance with their particular characteristics. How can the young consumer of today be described? According to Benoit Aubin:

> "In Québec, the 10- to 20-year-olds control or influence a little over 20 billion dollars. Their overall income amounts to roughly 50 million dollars per year. This income comes from allowances given by parents and from temporary full-time or part-time jobs. The parents of these adolescents spend more than 5 billion per year for clothing, sports equipment, furnishings, etc. Lastly, adolescents have a certain influence on products used by the whole family: food, personal care products, and even long-lasting products such as cars, radios, stereos, and television."[14]

The 10- to 20-year-olds do not constitute a homogeneous group. The industries that want to sell to them organize their advertising and marketing to fit their product, but also take the age and sex of the potential customers into consideration. Age and sex determine specific consumer practices in our society. A 12-year-old and an 18-year-old do not have the same income, social activities, clothes, or influence on the family's consumption. To attempt to understand the reality of young Quebecers' consumption, the youth market must be considered in segments.

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[14] Modified abstract of an article in **Protect Yourself**, Vol. 7, No. 3, March 1979.

Age

Young boys spend their money on very few articles--candy, films and other amusements, games, and toys. Their small income is the reason for this. They buy inexpensive goods connected with social activities which take place at the corner restaurant, for example, or at home with brothers or friends (stamp or coin collections, and so on).

Older boys adopt new items and abandon others. Cars and personal care products begin to occupy an important place, to the neglect of candy, games and toys, magazines, and books. This change is partially explained by their greater attention to girls.

The difference between younger and adolescent girls is less apparent. The only items that drop significantly in the older girls' expense list are candies and similar items. For the rest, there is a relative continuity in the products consumed. The feminine models of society have an early influence on young girls and the products they consume. This age group spends 50% of their income on items related to physical appearance: clothes, cosmetics, and jewelry.

Sex

Younger adolescents show a clear-cut difference between girls and boys in spite of the fact that candies, ice cream, and soft drinks are the first choices of both groups. The boys spend their money on activities outside the home or on games and toys, while the very young girls spend their money on personal care products.

Older adolescents have already assimilated the cultural model. A certain convergence in the consumer habits of adolescents may be noted: the two groups tend to attach considerable importance to their appearance and their outings.

The Media, Advertising, and Youth[15]

Consumer habits acquired in adolescence have considerable importance, since numerous studies have shown that adolescent preferences for certain brands of products last for many years. This accounts for the importance that industry attaches to advertising directed toward young people and to their presence in advertising as a whole. Though younger children prefer television, the older ones are more inclined toward radio and magazines.

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[15] Modified abstract of an article in **Protect Yourself**, Vol. 7, No. 3, March 1979.

An American study, on the other hand, has underlined the general hostility of young people toward advertising, particularly television advertising. The researchers explain this hostility by the fact that from earliest childhood, young people have experienced false and misleading advertising. These negative experiences have left their mark, to the point that the researchers think that it is in the interest of those working in advertising and manufacturing to increase the credibility of their advertising.

These researchers have discovered, however, that there is no connection between the hostility toward media advertising and their interest in the media themselves. In other words, the importance given by adolescents to the media cause them to forget the advertising forced on them.

Does this mean that young people are insensitive to advertising? Surely not, for what is essential for an advertisement is to be heard or perceived at least by the subconscious, whether or not attention is paid to it. For advertising people, the fact that the young person is there and listening remains the key point: repetition of the message will drive it home.[16]

Belonging to a Group

To marketing specialists, a consumer is someone who identifies himself/ herself with a group, an occupational group for adults, a group of friends for adolescents. This group has a great influence on the choice of products and brand names.

At the same time as a product is purchased, a symbol that links people to a group is also purchased. The most striking of the consumer habits of the young is the fact that, more than at any other age, these habits are determined by peers: by friends and the group to which the young people belong.

An example can be seen in products that everyone buys: magazines, records, and personal care products. They can be distinguished only by their category or their brand name. A group will identify itself with a brand rather than a product. Adults demonstrate this phenomenon when they buy a car, while adolescents illustrate it particularly when they buy clothes.

There are also products that not everyone purchases. For young people, these include bicycles, motorcycles, sports equipment, beer, and cigarettes. This category of products gives rise to a double sense of belonging: belonging to a group because of the consumption of a specific product (motorcycle) and belonging to a sub-group because of buying a product with a certain brand name.

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[16] Modified abstract of an article in **Protect Yourself**, Vol. 7, No. 3, March 1979.

What emerges from this picture is that it is difficult for a young person to be an informed consumer. The psychological characteristics of adolescents, their availability to the media, and their great sensitivity to the demands of their peer group, in a sense place them under the relative control of this group. It is conceivable that a well-informed young consumer might appear socially maladjusted to the people around him/her and even to himself/herself.[17]

3.4 The Family: Starting Point for Consumer Education

Nowadays young people 12 to 18 years old influence family spending to the point that they can't really be ignored. Young people often take part in the family's decisions concerning important budget matters such as the acquisition of a car, equipment for leisure activities, and other items. Advertising has reacted to this: more and more products are being sold by representing children and adolescents with their parents as a family unit.

At the end of elementary school, young people often feel they can fend for themselves in many areas, including their own finances. They want autonomy and freedom. The strange part is that once they are given their freedom, they are happy to know that they have parents to support them. Young people's incomes have considerably increased in the last few years (particularly in well-to-do families). It is the custom in many families to give weekly allowances to adolescents so that they will learn how to administer a budget and take care of their immediate needs: bus transportation, meals, and so on.

It seems that at that age everything young people want to do requires money. School and leisure activities seem intimately linked to the dollar. Self-esteem grows in direct relation to belonging to the group, doing what others do, dressing like the others, attending the same activities, and going to the same places. It can be very costly to imitate others and adolescents often find themselves in conflict with the family's budget and standard of living. Lacking pocket money, they must try to earn some or obtain it from their parents. In their effort to solve their social and affective difficulties, young people run the risk of acquiring bad habits such as charging on their parents' account or borrowing money from their friends.

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[17] Abstract from an article in **Protect Yourself**, Vol. 7, No. 13, March 1979.

This is an opportunity for parents to show their children how to spend wisely. Many emotional crises can be avoided if adolescents manage their own budget and are asked at an early age to cooperate and try to make good use of the family resources for the benefit of everyone. When adolescents participate in family discussions, parents and children learn to appreciate one another's reasoning. Young people are always proud to help make decisions about important family purchases.

The family's attitudes concerning material goods, its organization, its priorities, and its income and expenses are factors that in the end make up a life style and very early influence children in their consumer behaviour.

What reactions can be expected from children who get YES or NO for an answer without any explanation each time they ask for something, and from those whose parents explain that a product is a good buy because of its quality, utility, and cost? What is the reaction of children whose parents automatically give them everything they want, and of those whose parents try to discover with them whether a product advertised on T.V. really has all the qualities claimed and how useful it might be, taking into consideration what they already have or what they will want or need in the future?

Adolescents learn to be less dogmatic in the expression of their wishes and more able to adjust them according to circumstances in the course of their development. They become capable of constituting their own scale of values, that is, of organizing their needs according to levels of importance, and foreseeing the consequences of their behaviour and choices. Through their family, they are quick to learn that they are part of a community, and that there are requirements to be respected and compromises to be made so that everyone may achieve some degree of satisfaction.

4. ORIENTATIONS OF THE CONSUMER EDUCATION SECTION

4.1 Role of the School

In recent years, secondary schools in particular have been concerned with the education of young consumers. Sections dealing with different aspects of consumer education have been incorporated into various programs. This initiative has been taken at a time when adolescents live in a world that stimulates them to excessive consumption.

In modern society, young people are pressured more and more by their peer group. Because they interrelate so frequently with peers, because they are impulsive in their choices of products, because the consumer society constantly suggests new values, adolescents are forever being solicited, and by the same token, they are convinced that they must follow their peer group in their style of consumption.

In view of this, the school, because of its social vocation, has a major role to play. It must help adolescents become aware of very concrete problems in the consumer world. By the various analyses the school offers to the students, they can be brought into contact with realities, ideas, and learning situations that do not exist at home. This will lead them to broaden their point of view and better define the scope of their reality and that of other members of the consumer society. The school must therefore aim at enriching their perspectives and deepening their understanding of their personal reality.

The school must help the students understand and recognize mechanisms set up by the consumer society that can encourage overconsumption. The school must first of all approach the question from a perspective that is relevant for the students; it must motivate them to examine their concepts of consumption within the context of their own lives and in their everyday situations.

Finally, the school must prepare young people for their future. It must aim at leading the students to behave in an adult and autonomous way in the consumer world, because at adolescence, total responsibility for their own lives is about to become a reality on many levels (housing, material possessions, goals in life, etc.) and the rational attitudes already acquired become of paramount importance.

4.2 Global Objective of the Consumer Education Section

Starting from the issues pertaining to consumer education and the role that the school should play in this matter, the ultimate objective of the Consumer Education section is to continue the development that occurs in the family and elsewhere, and to develop the students' consumer skills, thus contributing to their own fulfillment and to that of their community.

The global objective of the Consumer Education section is:

> To provide students with every opportunity to adopt responsible behaviour in the consumer world.

4.3 Aims of Consumer Education

Considering that the global objective requires that the students focus on themselves before approaching the question of their physical, human, and social environment, the educational purpose of the Consumer Education section will be divided according to four types of relationships.

The first aim deals with the type of relationship in which the individual endeavours to define himself/herself as a consumer and to assume his/her role in a well-informed way appropriate to his/her status and age.

The second aim deals with relationships in which people are in contact with the physical environment and try to take the resources they need from it while preserving the quality of the environment.

The third aim deals with relationships in which people are in interaction with other individuals and try to play the role of consumer in a genuine way while maintaining harmony between themselves and others.

The fourth aim deals with relationships in which people are in contact with the social environment and seek a mode of consumption that respects their identity as consumers and demonstrates responsibility toward the community.

Consequently, the aims of the section are the following:

1. To foster the students' awareness of themselves as consumers by helping them assume a role appropriate to their status and age.

2. To foster the development of the students' awareness of the physical environment as a source of satisfaction of their needs, and the development of attitudes and behaviour likely to preserve the quality of the environment.

3. To foster the students' awareness of other people as consumers with whom they are in relation, and the development of attitudes and behaviour that conform to their personal choices and respect the choices of others.

4. To foster a sound awareness of the consumer society and the adoption of responsible attitudes and behaviour toward the community.

4.4 General Objectives

The objectives of the Consumer Education section cover the whole of elementary and secondary school studies. They express the main intentions of consumer education in school. They do not, however, indicate specific subject matter for elementary and secondary schools.

To determine what is specific to the elementary and secondary schools, further analysis must be carried out and the characteristics of the target population in terms of needs and development must be taken into consideration. This leads to determining the general objectives for each of the school levels.

In secondary school, the general objectives are designed to lead the students:

1. to become aware of their current needs and of the needs they will be called upon to satisfy in the near future;
2. to develop their ability to apply a rational decision-making and organization process in the area of consumption;
3. to assume the role of responsible consumer in the area of recreation, on both the personal and the social level.

SUMMARY TABLE OF THE GENERAL ORIENTATIONS OF CONSUMER EDUCATION IN SECONDARY SCHOOL

Global Objective of Consumer Education	To provide the students with every opportunity to adopt responsible behaviour in the consumer world.
Aims of Consumer Education Concerning the Relationships Implied by the Global Objective	1. To foster the students' awareness of themselves as consumers by helping them to assume a role appropriate to their status and age. 2. To foster the development of the students' awareness of the physical environment as a source of satisfaction of their needs, and the development of attitudes and behaviour likely to preserve the quality of the environment. 3. To foster the students' awareness of other people as consumers with whom they are in relation, and the development of attitudes and behaviour that conform to their personal choices and respect the choices of others. 4. To foster a sound awareness of the consumer society and the adoption of responsible attitudes and behaviour toward the community.
	That the students:
General Objectives of Consumer Education in Secondary School	1. Become aware of their current needs and of the needs they will be called upon to satisfy in the near future. 2. Develop their ability to apply a rational decision-making and organization process in the area of consumption. 3. Assume the role of responsible consumer in the area of recreation, on both the personal and the social level.

5. LEARNING CONTENT AND OBJECTIVES

5.1 Learning Content

At the secondary level, the content meant to foster the development of responsible consumer behaviour deals particularly with the students' relationship with themselves and with their social environment.

Concerning the students' relationship with themselves, the content deals with the adolescents' new role as "consumers" of recreational activities, which are a particularly effective means of satisfying their needs. The content also deals with criteria for choosing a means of transportation. Finally, for the students who will soon be leaving their family, the content includes questions related to budget planning.

Concerning the students' relationship with their social environment, the content deals with the rational use of public resources offered by the environment and with the responsible practice of various recreational activities.

The following chart indicates the distribution of the content in secondary school according to the types of relationships, the specific areas in which the school is involved, the themes, and the topics of study.

DISTRIBUTION OF THE LEARNING CONTENT OF CONSUMER EDUCATION IN SECONDARY SCHOOL

TYPE OF RELATIONSHIP	SCHOOL'S AREA OF INVOLVEMENT	THEME	TOPIC OF STUDY
Relationship with the self, in which the person builds his/her identity as a consumer and tries to assume his/her role as a consumer in a well-informed way that is appropriate to his/her status and age.	. Awareness of present and future needs.	- Consumer role	- autonomy - impact of autonomy on his/her consumer role - new kinds of solicitation - development of a critical sense
		- Recreation	- definition - personal recreation - needs - hierarchy of needs - time and leisure - outside influences
	. Ability to apply rational decision-making and organization in the area of consumption.	- Life style after secondary school	- present transportation and housing need - future needs - changes in needs
		- Organizing a leisure activity	- planning - assembling resources - feasibility of a plan - decision criteria - factors in choosing - importance of organization
		- Choices of leisure activities	- substitute activities - resources necessary - evaluation (comparison of needs-costs) - outside influences
		- Cost of transportation	- travel needs - maintenance - purchase, operation, and maintenance costs - net income compared to purchase, operation, and maintenance - cost of other possibilities - net revenue reserved for transportation
		- Selecting a means of transportation	- decision-making criteria - criteria for choice of a vehicle - personal hierarchy of criteria for choice - means of transportation meeting these criteria
		- Budget	- decision-making criteria - types of housing - costs of housing - expenses related to housing - school fees - professional expenses - estimate of annual expenses - provisional budget

TYPE OF RELATIONSHIP	SCHOOL'S AREA OF INVOLVEMENT	THEME	TOPIC OF STUDY
Relationship with the social environment, in which the person seeks a style of consumption that is genuine and responsible toward the society in which he/she lives.	. Assuming, on the personal and social level, the role of responsible consumer in the area of recreation.	- Use of resources	- types of resources - resources used - impact on the environment - ways of using the resources
		- Choices of leisure activities	- personal consequences - social consequences - positive and negative consequences - ways of avoiding negative consequences

5.2 Learning Objectives

To give the reader an overall view of the secondary school objectives, the following chart presents all the general objectives and the related terminal objectives for the cycle.

The following pages present the terminal objectives for the two cycles of secondary school in a more explicit fashion, namely with all of the intermediate objectives that relate to them.

DISTRIBUTION OF THE LEARNING OBJECTIVES OF CONSUMER EDUCATION IN SECONDARY SCHOOL

GENERAL OBJECTIVES	TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES*
The students are to:	**The student will be able:**	
1. Become aware of their current needs and of those they will be called upon to satisfy in the near future.	First Cycle	
	T.1 To recognize that his/her role as a consumer changes as he/she becomes older.	(4)
	T.2 To acknowledge the importance of leisure activities in his/her role as a consumer.	(7)
	Second Cycle	
	T.1 To assess the way in which his/her life style after secondary school will differ from his/her current life style in regard to housing and transportation.	(3)
2. Develop their ability to apply a rational decision-making and organization process in the area of consumption.	First Cycle	
	T.3 To describe the steps leading to carrying out a leisure activity.	(9)
	T.5 To assess his/her choices of leisure activities according to the resources needed to carry them out.	(5)
	Second Cycle	
	T.2 To establish the costs of various means of transportation.	(6)
	T.3 To use his/her personal criteria in selecting means of transportation for various situations.	(4)
	T.4 To plan a budget that balances his/her expenses and income for his/her first year at CEGEP. or	(8)
	T.5 To plan a budget that balances his/her expenses and income for his/her first year in the workplace.	(8)
3. Assume, the role of responsible consumer in the area of recreation, on both the personal and social level.	First Cycle	
	T.4 To recognize the advantage of using public resources for leisure activities.	(4)
	T.6 To assess his/her choices of leisure activities according to the personal and social consequences they involve.	(3)

* The number in brackets corresponds to the number of intermediate objectives related to the terminal objective.

Terminal and Intermediate Objectives
First Cycle

THEME: The Consumer Role

TERMINAL OBJECTIVE 1

TO RECOGNIZE THAT HIS/HER ROLE AS A CONSUMER CHANGES AS HE/SHE BECOMES OLDER.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
1.1 To find in his/her personal experience certain signs which indicate that his/her autonomy as a consumer is increasing.	- Examples of signs: . greater responsibilities . organizing his/her school life . extracurricular activities . planning his/her own meals . organizing his/her leisure time . having a paid job . having pocket money . receiving an allowance
1.2 To become aware that greater autonomy modifies his/her role as a consumer.	- Modifications: . handling his/her own money . greater buying power . increased consumer choices . greater variety of leisure activities . greater influence from peers
1.3 To recognize that he/she is subjected to new types of selling approaches.	- Types of selling approaches: . advertising directed at adolescents . door-to-door sales . illegal sales . chain letters
1.4 To find ways of developing his/her critical sense in order to assume his/her new role as a consumer.	- Ways: . read relevant magazines such as Protect Yourself . always read labels . inquire about consumer associations

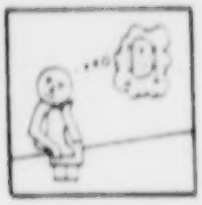
THEME: Recreation

TERMINAL OBJECTIVE 2

TO ACKNOWLEDGE THE IMPORTANCE OF LEISURE ACTIVITIES IN HIS/HER ROLE AS A CONSUMER.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
2.1 To define recreation.	- Definition of recreation: . a leisure-time activity engaged in for the sake of refreshment or entertainment (Webster's Dictionary) - Types of recreational activities: . sports . arts and crafts . motorcycling . etc. - Recreational activity done: . alone . with the family . with peers . in pairs
2.2 To make a list of his/her leisure activities for a given period (e.g. for each season).	
2.3 To estimate the time spent each week in his/her leisure activities.	
2.4 To identify the needs satisfied by his/her various leisure activities.	- Needs: . relaxation . meeting new people or being with friends . physical exercise . awareness of art and culture . discovering nature . making things (hobbies) . educational activities

2.5 To classify his/her recreation needs in order of importance.	
2.6 To indicate the consumer items required for his/her leisure activities.	- Consumer items: . equipment or materials . transportation . clothing
2.7 To compare, in terms of time, needs, and resources used, his/her leisure-related consumption with that required by other activities.	- Consumption related to: . after-school, weekend, or summer job . studies . personal needs



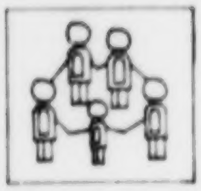
THEME: Organizing a Leisure Activity

TERMINAL OBJECTIVE 3

TO DESCRIBE THE STEPS LEADING TO CARRYING OUT A LEISURE ACTIVITY.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
3.1 To describe what he/she does when he/she wants to carry out a leisure activity.	- What he/she does: . before the activity . during the activity . after the activity
3.2 To identify the questions that are related to planning the activity.	- Planning: . strategies, anticipating resources needed, steps to take to reach objective
3.3 To list the various resources his/her leisure activities may require.	- Resources: . time resources: . seasons . days, hours . material resources: . equipment . transportation . money . human resources: . teammates . instructor or coach . driver . opponents
3.4 To determine the criteria which influence the choice of resources necessary for his/her leisure activities.	- Criteria: . availability of resources . cost of resources . other
3.5 To realize that after a project is planned, the decision whether to carry it out must be made.	
3.6 To determine the criteria which enable him/her to reach a decision to carry out a project.	- Criteria: . availability of resources . degree of satisfaction . costs . feasibility of the project

3.7 To indicate the steps to take to obtain the resources necessary for his/her leisure activities.	- Examples of steps to take: . communications, appointments . fund-raising activity
3.8 To discuss the advisability of evaluating his/her leisure activities during their preparation as well as when they are being carried out.	
3.9 To identify the main steps in organizing a leisure activity.	- Steps: . planning . decision-making . obtaining resources . doing the activity . evaluating the activity

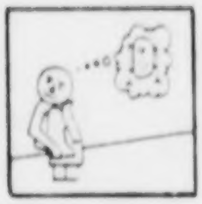


THEME: Use of Resources

TERMINAL OBJECTIVE 4

TO RECOGNIZE THE ADVANTAGE OF USING PUBLIC RESOURCES FOR LEISURE ACTIVITIES.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
4.1 To identify the types of resources available in his/her community.	- Material resources: . cultural centre . sports centre . recreation centre . library . outdoor education centre . public transportation . school . home - Human resources: . peers . family . counsellors at the park . organizers of leisure activities . municipal resources, associations, and federations - Financial resources: . group budget (team or class) . personal budget . family budget
4.2 To identify which of these resources he/she uses to satisfy his/her needs for leisure activities.	
4.3 To evaluate the level to which he/she uses the resources available in his/her community.	- Evaluation of use: . minimum . adequate . maximum
4.4 To identify the effects of maximum use of the community resources.	- Effects: . saving money . saving time . supporting existing facilities . appropriate use of community resources



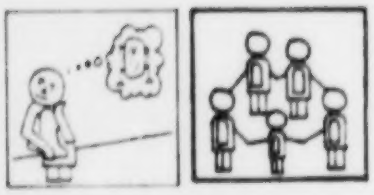
THEME: Choices of Leisure Activities

TERMINAL OBJECTIVE 5

TO ASSESS HIS/HER CHOICES OF LEISURE ACTIVITIES ACCORDING TO THE RESOURCES NEEDED TO CARRY THEM OUT.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
5.1 To determine the elements that influence the choice of his/her leisure activities.	- Elements: . personal needs . personal aptitudes and tastes . available resources . outside influences
5.2 To name other equally interesting leisure activities that could replace those he/she does.	
5.3 To determine the resources he/she needs to carry out these substitute activities.	
5.4 To compare the resources necessary to do his/her current leisure activities with those he/she would need to do these substitute activities.	- Elements of comparison: . resources . material . human . financial . time . cost of the resources . availability
5.5 To evaluate the advisability of changing his/her choice of leisure activities.	- Elements of evaluation: . personal needs . aptitudes and tastes . available resources . outside influences

THEME: Choices of Leisure Activities



TERMINAL OBJECTIVE 6

TO ASSESS HIS/HER CHOICES OF LEISURE ACTIVITIES ACCORDING TO THE PERSONAL AND SOCIAL CONSEQUENCES THEY INVOLVE.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
6.1 To identify the consequences for him/her of doing various leisure activities.	- Positive and negative consequences for his/her: . health . enjoyment . human relationships
6.2 To evaluate the consequences for others of his/her various leisure activities.	- Positive and negative consequences: . reactions of those around him/her: . family, friends, etc. . effects on the physical and biological environment: . pollution, deterioration, conservation of nature, etc.
6.3 To list among his/her leisure activities those that involve the most negative consequences on the personal or social level.	

Terminal and Intermediate Objectives
Second Cycle

THEME: Life Style After Secondary School

TERMINAL OBJECTIVE 1

TO ASSESS THE WAYS IN WHICH HIS/HER LIFE STYLE AFTER SECONDARY SCHOOL WILL DIFFER FROM HIS/HER CURRENT LIFE STYLE IN REGARD TO HOUSING AND TRANSPORTATION.

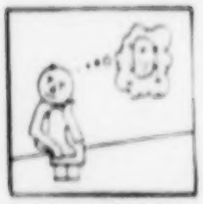
INTERMEDIATE OBJECTIVES	RELATED CONTENT
1.1 To describe how he/she satisfies his/her current needs for housing and transportation.	
1.2 To forecast his/her needs for housing and transportation for the year after leaving school.	
1.3 To specify the changes that will occur regarding his/her needs for housing and transportation.	

THEME: Cost of Transportation

TERMINAL OBJECTIVE 2

TO ESTABLISH THE COSTS OF VARIOUS MEANS OF TRANSPORTATION.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
2.1 To find different ways of satisfying transportation needs.	- Ways: . purchase: car, motorcycle, bicycle, van, etc. . public transportation: bus, taxi . car pool
2.2 To be aware that all vehicles require maintenance.	
2.3 To be aware of costs related to the operation and maintenance of various types of vehicles.	- Maintenance costs (including normal repairs) of a car or a van, a motorcycle, and a bicycle - Cost of purchase, operation, and maintenance of various types of cars, vans, and motorcycles
2.4 To calculate the proportion of net income that would be spent for the purchase, operation, and maintenance of a vehicle, for various levels of income.	
2.5 To estimate the cost of other means of transportation for satisfying various needs.	- Cost of: . bus ticket . taxi ride . car pool . car rental
2.6 To calculate the proportion of net income that would be spent on travel, using other than private transportation, for various levels of income.	

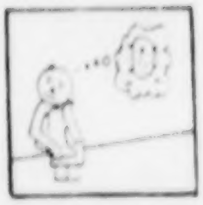


THEME: Selecting a Means of Transportation

TERMINAL OBJECTIVE 3

TO USE HIS/HER PERSONAL CRITERIA IN SELECTING MEANS OF TRANSPORTATION FOR VARIOUS SITUATIONS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
3.1 To determine the criteria that can influence what kind of vehicle to buy.	- Purchasing criteria: . price . travel and transportation needs (people, equipment) . financial resources . design . performance . durability . economy . availability of maintenance services . safety
3.2 To determine the criteria that can influence the decision to buy a vehicle or to use other means of transportation.	- Decision criteria: . transportation needs . financial and human resources . availability of public transportation . social status . protection of the environment
3.3 To rank in order of importance his/her criteria in selecting a means of transportation.	
3.4 To indicate means of transportation that meet these criteria, for a variety of situations.	



THEME: The Budget

TERMINAL OBJECTIVE 4

TO PLAN A BUDGET THAT BALANCES HIS/HER EXPENSES AND INCOME FOR HIS/HER FIRST YEAR AT CEGEP*

INTERMEDIATE OBJECTIVES	RELATED CONTENT
4.1 To indicate the criteria involved in deciding to live away from home.	- Decision criteria: . distance of CEGEP from parent's home . costs of staying at home or of living away from home . possibility of living with friends
4.2 To indicate the different types of housing available to students.	- Types of housing: . room . apartment . shared apartment
4.3 To find out about rental costs according to the various types of housing in the region.	
4.4 To draw up a list of maintenance, utilities, and settling-in costs of living away from home.	- Maintenance, utilities and settling-in costs: . furniture . electricity, telephone . heating . clothing: purchases, cleaning, and laundry . food . insurance
4.5 To indicate the various expenses a CEGEP student might incur.	- Expenses: . registration and tuition fees . books and course notes . school supplies: paper, pencils, etc. . specialized material: art supplies, typing, etc. . photocopying . student dues . meals . student social activities

	. insurance . transportation . clothing . housing
4.6 To estimate the expenses he/she will have to assume in his/her first year at CEGEP.	- Expenses: . housing . transportation . maintenance, utilities and settling-in . school . leisure activities . food
4.7 To estimate his/her income during his/her first year at CEGEP.	- Income provided by: . parents . student loans and bursaries . salary and wages . loans
4.8 To prepare a provisional budget for his/her first year at CEGEP.	

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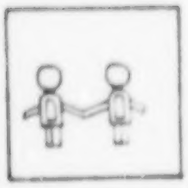
* For the students who will be attending CEGEP.



THEME: The Budget

TERMINAL OBJECTIVE 5

TO PLAN A BUDGET THAT BALANCES HIS/HER EXPENSES AND INCOME FOR HIS/HER FIRST YEAR IN THE WORKPLACE*

INTERMEDIATE OBJECTIVES	RELATED CONTENT
5.1 To indicate the criteria involved in deciding to live away from home.	- Decision criteria: . distance of workplace from parent's home . respective costs . experience of living independently . possibility of living with friends
5.2 To indicate the various types of housing he/she could use when working.	- Types of housing: . room . apartment . shared apartment
5.3 To find out about rental costs of the different types of housing in the area where he/she might be working.	
5.4 To draw up a list of the maintenance, utilities and settling-in costs of living away from home.	- Maintenance, utilities, and settling-in costs: . furniture . electricity, telephone . heating . clothing: purchases, cleaning, and laundry . food . insurance
5.5 To indicate the various expenses a worker might incur.	- Occupational expenses: . union dues . qualification card . purchase of tools, materials, parts, etc. . clothing . housing . meals . transportation . insurance

5.6 To estimate the expenses he/she will have to assume during his/her first year in the workplace.	- Expenses: . rent . transportation . maintenance, utilities and settling-in . occupational expenses . leisure activities
5.7 To estimate his/her income during his/her first year of work.	- Income provided by: . salary or wages . parents . loans
5.8 To prepare a provisional budget for his/her first year of work.	

* For the students who will be entering the job market.

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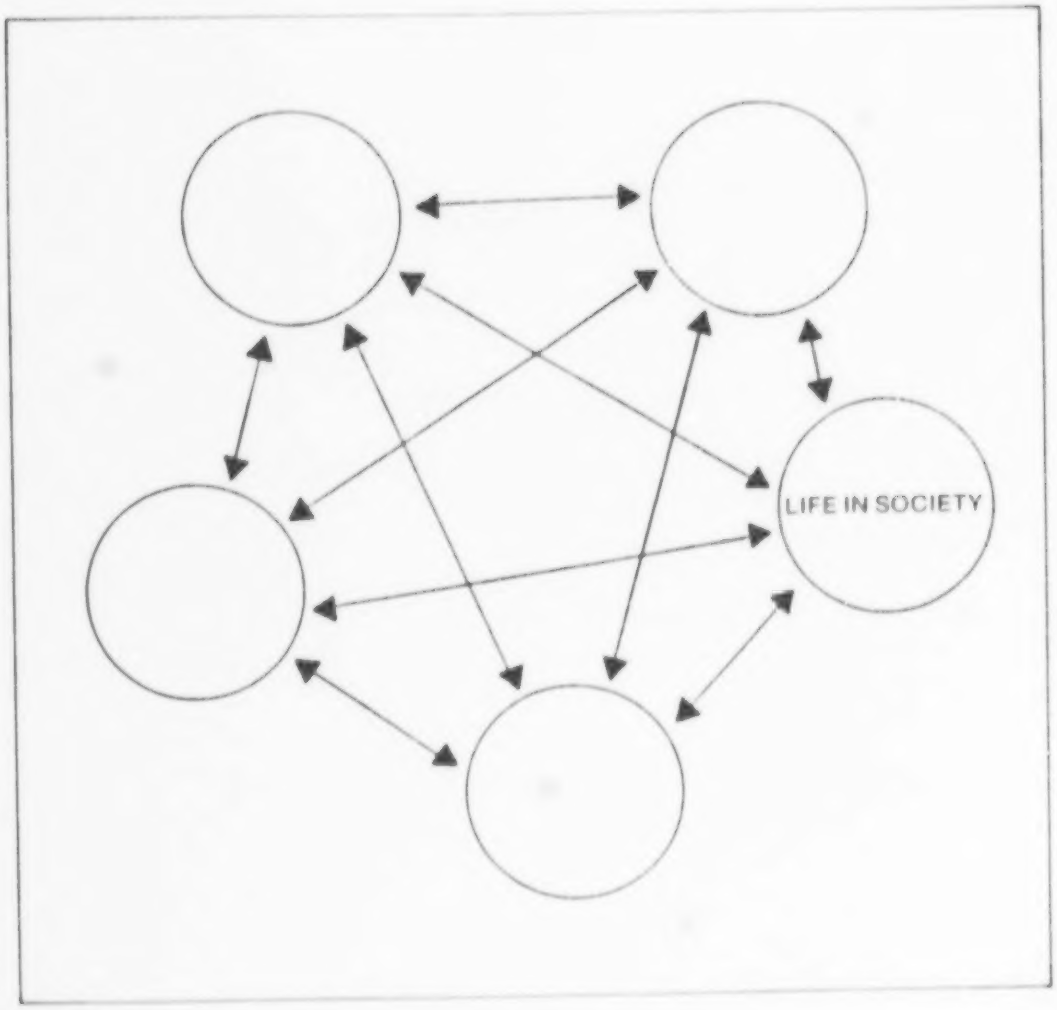
SECTION E

Life in Society


LIFE IN SOCIETY

SUMMARY

1. Contribution of Life in Society to the Students' Personal and Social Education

2. Relationship Between the Life in Society Section and the Other Sections of the Program.

3. Key Issues of the Life in Society Section

   3.1 Importance of the Section
   3.2 A Changing and Complex Society
   3.3 Young People and Society
   3.4 The Family's Role in Learning How to Live in Society
   3.5 The School: Another Place to Learn How to Live in Society
   3.6 Beyond Wishes: Concrete Actions
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4. Orientations of the Life in Society Section

   4.1 Global Objective of the Life in Society Section
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5. Learning Content and Objectives

   5.1 Learning Content
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6. Bibliography

1. CONTRIBUTION OF LIFE IN SOCIETY TO THE STUDENTS' PERSONAL AND SOCIAL EDUCATION

Life in Society, like all the other sections of the program, constitutes a path by which all the general objectives of the Personal and Social Education program are pursued. It is also a particular field of study with two distinct and complementary roles. On the one hand, it pursues the general objectives found at the beginning of the program, and, on the other hand, it endeavours to reach the more specific objectives of education for life in society.

On the personal level, the Life in Society section specifically aims at leading the students to a greater awareness of the social dimension of their development, a positive image of community life, a clearer and more positive view of their own social reality, and a better perception of the principles governing life in society. This section aims at giving the students the tools which will enable them to gradually develop a personal set of goals in life, a scheme of life through which they can express and assert themselves as free and autonomous persons in search of a better life within their society.

On the level of the student's relationship with the physical environment, this section aims at leading the students to respect their physical environment and to consider their interaction with it as a way of improving their living conditions and those of others.

On the social level, the objective of this section is to provide the students with an extensive knowledge of the various modes of organization of social life and the tools with which the community has equipped itself in order to function. In this domain, the section also aims at the development of the students' sense of belonging to the community and the identification of the roles they can and must play within it.

2. RELATIONSHIP BETWEEN THE LIFE IN SOCIETY SECTION AND THE OTHER SECTIONS OF THE PROGRAM

While the Life in Society section covers a well-defined dimension of the Personal and Social Education program, it is still closely related to the other sections. Life in society is an omnipresent reality that touches all the other aspects of life.

This part of the program deals not only with the problems created by life in society, but also with aspects concerning the other sections.

The main influences of the other sections on Life in Society are shown below.

RELATIONSHIP BETWEEN THE LIFE IN SOCIETY SECTION AND THE OTHER SECTIONS

Other Sections		Life in Society
Health Education	→	Attention given to searching for a balance between personal expectations and society's expectations concerning health.
Sex Education	→	Attention given to the concepts of acceptance, tolerance, and respect for others and to the need for asserting oneself and learning social roles.
Consumer Education	→	Attention given to ways of utilizing the natural physical environment and community resources.
Interpersonal Relationships	→	Increased knowledge of group life; study of problems inherent in a group and of ways to cope with them and develop.

3. KEY ISSUES OF THE LIFE IN SOCIETY SECTION

3.1 Importance of the Section

The fact that this section is placed at the end of the Personal and Social Education program does not mean that it is less important than other sections. On the contrary, it is of primary importance, since it includes all the other sections as they relate to the development of strong, autonomous personalities and individuals capable of participating fully in such areas of community life as economics, culture, politics, national goals, and renewal of the nation's vital forces.

This section should not be treated lightly; it takes up various questions raised in the preceding sections and gives them a new perspective by relating them to the human community. Through questioning and discussion, particularly about the family, school, society, personal rights and responsibilities vandalism, and civic responsibility, this section deals with self-knowledge, expectations, hopes, awareness of the ties that link us to others, and the difficulties to be overcome to attain a degree of well-being in spite of the contradictions, oppositions, irrationality, frantic pace, and extreme complexity of modern life.

To be at ease with oneself and with others, to grow in one's public and private life, to learn to be open to oneself and to others and to experience the difficult adventure of being a man or woman among men and women, such is the program and the challenge that this section presents to young people.

3.2 A Changing and Complex Society

During the last two decades, important changes have occurred in western society, changes in social structures, men's and women's roles in society, institutions, laws, and regulations. These changes are closely related to new economic, social, cultural, and political needs, as well as to an opening up to new values. Society is endeavouring to redefine itself so that people can attain a better life together.

These changes demand an increasing capacity for adaptation in individuals if they are to achieve full self-actualization in the social context. A great number of people do not succeed in adjusting to this accelerated rate of change. They accuse our topsy-turvy world of rejecting the values of the past and causing us to live in a world that is materially and emotionally insecure. What tomorrow will bring is unknown, and there is increasing worry about the future of young people.

These rapid changes are accompanied by an increasingly complex social organization. Indeed, a society that is in evolution strives to perfect its structures and gives itself new means of functioning. To commit oneself to an extremely structured, hierarchical society is not the easiest task. In spite of the considerable efforts of various groups to help people live adequately in society, people still find it difficult to get their bearings. What are their rights, duties, and powers as citizens? How can they make sense of all the public institutions, the division of jurisdictions, the procedures to follow in order to assert their rights, the great number of forms to be filled out to obtain information or get the services to which they are entitled? These are questions that the citizens of this super-organized and highly technological society must confront.

These may be the reasons behind the social apathy observed in many individuals whose sole interest is their personal security and comfort. It is difficult to blame them as long as they are lacking the means to participate in public affairs and assume their role as citizens. Individuals do not automatically acquire the ability to live with others and participate in the evolution of society. A society like ours, which claims to be democratic, must increase its efforts to educate people to live in the community.

These considerations lead to the following questions. Who will carry on tomorrow? What place do young people occupy in society now? What are their feelings, expectations, questions, and ambitions concerning life in society? What role will they play in the future? Will they be better prepared to adapt to change and to take social initiatives?

3.3 Young People and Society

The observed experience of today's young people leads to the forecast of a future that at times seems promising and at times seems uncertain. Many young people participate actively in society in different ways, such as social groups, youth clubs, organizations to help Third World countries, solidarity marches, and so on. These activities testify to their awakened conscience and their desire to participate in the well-being of society.

Today, however, some young people behave in a way that demonstrates a lack of understanding, abdication of responsibility, rebellion, and even a refusal to participate in any social life. Increases in the rate of delinquency, drop-outs, alcoholism, drug abuse, prostitution, and minor offences prove it. Also, it is a known fact that in Québec, suicide is the major cause of death for fifteen-to nineteen-year-olds and holds the second place for fifteen-to thirty-year-olds.

What are the reasons for these social ills? Some people attribute them to the type of society in which we live, others specifically blame the family environment, while others accuse the educational system. One thing is certain: it is through all these institutions and structures that young people start learning about life in society, since each of these institutions is in constant interaction with the others. It is through daily experiences in the family, in school, and in society in general that young people form their own view of society, a view that will encourage or discourage them in their quest for well-being with others.

Through the common determination of all these institutions to adjust to young people's reality and to give them the place in society that is theirs by right, it will be possible to lead them to a sincere and rewarding commitment to society.

3.4 The Family's Role in Learning How to Live in Society

Children's first experience of human relationships is in the family. It is there that they gradually develop a personal identity and learn to get to know others and live with them. Children try out roles and responsibilities which gradually lead them to find their place among others and within the family. As time goes by, they assimilate the meaning of the words **sharing, responsibility, differences, equality, compromise, rights,** and **conflict** in the course of their daily experience. For children, the family represents the foundation on which they build their first social behaviour.

Children's positive or negative attitude toward society is determined by what they have learned, be it submission, defiance, cooperation, jealousy, love, hate, injustice, security, fraternity, or equality. Thus the family has a major role to fulfill in education for life in society.

3.5 The School: Another Place to Learn How to Live in Society

The school, which is a broader and more diversified milieu than the family, is children's next environment; they are in it for at least ten years. There, children undergo experiences that leave a mark on them, just as their experiences in the family do. The school, because of its educational mission, must prepare young people for the great adventure of life in society. If the school wants young people to be prepared for a rewarding life as members of society, it is while they are in school that the process must start.

The students will be able to adjust to society, to open up to the future in a positive way, and to commit themselves freely, autonomously, and responsibly to their community, if the school allows them to freely express their feelings, expectations, needs, fears, and insecurities; if it invites them to reflect on what they are and want to be; if it encourages them to give themselves the tools to develop and to participate in the improvement of their quality of life in the community;if it trusts them; if it gives them the place that is theirs by right; and if it enables them to understand the social organization in which they will eventually have to live without disguising or avoiding the realities with which they will have to deal.

Because young people need to feel a part of their society, to participate in its development, and to have their own place in it, the school must give them opportunities to organize, to participate in the educational process, to make choices, to express themselves freely, and to defend their point of view. The school represents a microcosm of society, in which young people can have an early opportunity to fulfill their expectations and learn their roles as citizens.

3.6 Beyond Wishes: Concrete Actions

What really happens in school? Do children really learn to live in society there? Does the school provide children with the tools they need to make a commitment to the improvement of school life and to take part in such improvement?

The school is concerned about the social education of its students. Efforts are constantly made to encourage students to solve the social conflicts in which they are often involved, to understand the importance of respecting rules, to participate in team efforts, and to make a personal commitment to their school life. These efforts are made as the opportunity arises: as part of a lesson, during a personal meeting, or often, as a result of particular problems. It is understandable that this expenditure of energy is often fruitless, given the current school context: overpopulated comprehensive schools, excessive teacher and student workload, teacher specialization, a context that makes it difficult to have rewarding human relationships or time to think about the issues in question.

It becomes essential to continue and broaden the actions already undertaken and to make explicit the importance of educating young people about life in the community. Enabling the young to understand the organization of society, inviting them to reflect on their social responsibilities and their implications, inducing them to discuss freely the various facets of life in society and the stakes involved, so that they may attain true autonomy within a valid relationship with others, such is the goal of the Life in Society section of the program. Through specific objectives adapted to the age and needs of young people and through content tied to their real life experience, all in a context of sharing, mutual openness, and freedom of expression, this section should be a further step toward a democratic school, toward active, positive, and enlightened participation of young people in society.

3.7 Tomorrow's Generation

May we hope that a common desire on the part of the family and the school to educate young people for life in society will enable them to become autonomous, committed, responsible citizens, as well as agents of social change?

Through the efforts of the family and the school, young people will certainly be better informed, more aware of their social dimension and of their personal and collective destiny. Can it be said that the future will definitely be better? No one can say for sure. But one thing is certain: if those young people who will form the new generation are better prepared, the chances for a better life will be greater.

4. ORIENTATIONS OF THE LIFE IN SOCIETY SECTION

4.1 Global Objective of the Life in Society Section

Beginning with the different aspects of the issues of Life in Society and the school's specific role in this respect, the final goal of Life in Society is to lead the students to express themselves as persons and as citizens, in a harmonious, self-actualizing way.

Consequently, the overall objective of Life in Society is:

To lead the students to develop the knowledge, attitudes and behaviour that will enable them to strike a balance between their expectations and those of the community within which they live, so that they will be able to express themselves fully as individuals and participate actively in community life.

4.2 Aims of the Life in Society Section

Considering that the overall objective puts the children in a situation in which they must focus on themselves to gain a better knowledge of their social dimension, and considering that it encourages the students to seek a balance between their personal expectations and those of their community, the aims of this section will be divided according to three types of relationships.

The first aim will deal with the type of relationship in which people endeavour to understand their social dimension and form their own model of a citizen.

The second aim will deal with the type of relationships in which people endeavour to develop a way of making rational use of their physical environment.

The third aim will deal with the type of relationship in which people endeavour to develop their social role and to participate in improving community life.

Consequently, the aims of the section will be:

1. To foster the students' better understanding of their social dimension and encourage them to clarify their personal goals in life as free and responsible citizens.

2. To sensitize the students to the importance of their physical environment and encourage them to use it in a manner that is rewarding for them and for the community.

3. To encourage the students to assume their social role in order to help improve community life.

4.3 General Objectives

The aims of the Life in Society section apply to both elementary and secondary school studies. There are, however, objectives which are specific to elementary school and others specific to secondary school.

Consequently, it is necessary to continue the analysis, taking into consideration the characteristics of the target population in terms of needs and development.

In secondary school, the general objectives are designed to lead the students:

1. To integrate the social dimension of their personality.

2. To take advantage of the services offered by the community while giving other people the opportunity to use them.

3. To become aware of the organization of life in society.

4. To organize their life in society constructively.

SUMMARY TABLE OF THE GENERAL ORIENTATIONS OF LIFE IN SOCIETY IN SECONDARY SCHOOL

Global Objective of Life in Society	To lead the students to develop the knowledge, attitudes, and behaviour that will enable them to strike a balance between their expectations and those of the community within which they live, so that they will be able to express themselves fully as individuals and participate actively in community life.
Aims of Life in Society Concerning the Relationships Implied by the Global Objective.	1. To foster the students' better understanding their social dimension and encourage them to clarify their personal goals in life as free and responsible citizens. 2. To sensitize the students to the importance of their physical environment and encourage them to use it in a manner that is rewarding for them and for the community. 3. To encourage the students to assume their social role in order to help improve community life.
General Objectives of Life in Society in Secondary School.	That the students: 1. Integrate the social dimension of their personality. 2. Take advantage of the services offered by the community while giving other people the opportunity to use them. 3. Become aware of the organization of life in society. 4. Organize their life in society constructively.

5. LEARNING CONTENT AND OBJECTIVES

5.1 Learning Content

In secondary school, the content related to the development of the person's full expression as an individual and as a citizen concentrates in general on the students' integration of their social dimension into their personality, their use of and respect for community resources, their introduction to concepts of social organization, and their bringing their social identity into harmony with their life.

Concerning the students' relationship with the self, the learning content will deal with the students' present social life, their aspirations, values, rights, and responsibilities in society, and the place information occupies in their lives.

Concerning the students' relationship with their physical environment, the content will deal with the various community services available and with the social problem of vandalism.

Concerning the students' relationship with their social environment, the content will deal with society's mode of organization and the students' role within it.

The following chart indicates the distribution of content covered in secondary school according to the types of relationships, the specific areas of involvement of the school, the themes, and the topics of study.

DISTRIBUTION OF THE LEARNING CONTENT OF LIFE IN SOCIETY IN SECONDARY SCHOOL

TYPE OF RELATIONSHIP	SCHOOL'S AREA OF INVOLVEMENT	THEME	TOPIC OF STYDY
Relationships with the self, in which the person endeavours to define himself/herself as a social being and to clarify his/her personal goals as a free, responsible citizen.	Integration of the social dimension of his/her personality.	My social life	- social groups to which he/she belongs - feelings toward these groups - factors which influence these feelings - relationship between role and feelings - evaluation of his/her satisfaction concerning his/her social life - factors tending to improve the quality of his/her social life - actions likely to improve his/her social life
		My social aspirations	- ambitions during childhood - adult role model - similarities and differences between the child model and the adult role model - factors that influence actualization of the adult role model - dynamic nature of life goals - personal actions - resource people - adjustment of the adult role model
		Nature and role of values	- concept of value - values sought - effects of values on behaviour - values belonging to his/her adult role model - personal values and values of others - effects of values on life styles
		Plurality of values	- diversity of life styles - plurality of values - factors of plurality - interpersonal conflicts - conflict situations - attitudes and behaviour regarding conflict - importance of living according to his/her values
		My values	- values concerning health, sexuality, consumption, interpersonal relationships, life in society - manifestations of values in life - alternatives in decision-making - feelings associated with difficult decision-making - decision-making process - values underlying a decision - relation between values and life style - importance of clarifying values - personal values - dynamic nature of values - importance of a continuous process of values clarification
		Rights and responsibilities	- definition of the charter - rights recognized by the charter - rights and freedoms at school - possibility of exercising his/her rights

TYPE OF RELATIONSHIP	SCHOOL'S AREA OF INVOLVEMENT	THEME	TOPIC OF STUDY
			- attitude concerning respect for the rights and freedoms of others - concept of reciprocity - personal responsibility concerning the respect for others
		Information	- nature of information - needs satisfied by information - importance of information - usual way of getting information - difficulties in gaining access to information - personal satisfaction with the information received - requirements concerning quality of information - mass communication - types of information - criteria of information quality - sources of information - techniques for gathering information - decision-making - elements of a sound decision
Relationship with the physical environment, in which the person endeavours to organize it to satisfy his/her needs and those of others.	Use of services offered by the community and respect for the rights of others to use these services.	Community services	- main community services - reasons for community services - functioning of a community service - validity of this service - ways of using community services
		Vandalism	- intent to commit an act of vandalism - reasons explaining the intention - personal feeling - reasons leading to action or inaction - vandalism in the environment - reasons why young people vandalize - personal opinion on vandalism - impact of vandalism on oneself and on the environment - actions which promote the quality of the environment
Relationship with the social environment, in which the person endeavours to define his/her social role and participate in improving his/her community.	Introduction to the organization of life in society.	Society	- concept of society - reasons why human beings live together - multiplicity of groups - interactions of groups - rules governing groups - reasons for establishing rules - groups having relationships other than that of inclusion
		Multiplicity of interactions	- effect of interactions of one group on another - influence of the relationship between groups on a decision - influence of the relationship between groups on living and working conditions - factors determining the importance of a group's influence on another - contribution of each member of a group to the effectiveness of the group

TYPE OF RELATIONSHIP	SCHOOL'S AREA OF INVOLVEMENT	THEME	TOPIC OF STUDY
			- personal responsibility concerning the effectiveness of a group - formalization of the interactions within a group - personal behaviour and effectiveness of the group
		Rules	- rules for internal use and rules of the larger group - primacy of one group's rules over another - conditions for respecting the primacy of one group over another
		The legislative process	- concept of law - steps leading to the passing of a law - concept of regulation - steps leading to the passing of a regulation
		Young people and the law	- aim of the Youth Protection Act - persons to whom this law applies - circumstances that compromise the safety or development of a young person - assistance to a young person at risk - reporting the situation - role of the Director of Youth Protection - rights of young people at risk - role of the Youth Protection Committee - knowing where the office of the Director of Youth Protection is located - role of the police - Young Offenders Act - actions contrary to the law - elements of law concerning: young people at work, rape, drugs, consumer protection, highway safety code, divorce - reasons for laws - location of available resources
		The legal system	- types of courts and their respective roles - jurisdiction of the different courts - role of the Municipal Court - possible offences under the regulations of his/her municipality - elements of the Civil Code - aim of legal aid - criteria of admission - components of the legal aid network - concept of small claims - concept of creditor and debtor - appealing to Small Claims Court - actions required to bring suit - what to do in case you are sued - types of judgment
		The family	- present role within the family

TYPE OF RELATIONSHIP	SCHOOL'S AREA OF INVOLVEMENT	THEME	TOPIC OF STUDY
			- present role compared to his/her role as a child - feelings concerning his/her place in the family - reactions to feelings - aspects of the role to be improved - ways of improving the quality of his/her family life - concept of family - history of the family - types of family - reason for the existence of the family - legal aspects related to the family - personal model of family life - reasons for his/her option - realism of the choice
		School	- a typical day in school - satisfaction and school experiences - personal expectations - concrete actions leading to the realization of these expectations - effectiveness of the actions performed - personal actions compared to the actions of others - action fostering the improvement of school life - realism of the expectations, given the status and role of the comprehensive school
		Membership in groups	- groups and belonging - factors linked to the feeling of belonging - role in groups he/she belongs to compared to role in other groups - link between feelings and commitment - impact of the feeling of belonging on the effectiveness of a group - membership in the class, the school
		Social problems	- nature of a social problem - analysis of a social problem - causes of social problems - feelings concerning social problems - reasons underlying these feelings - personal responsibility concerning social problems - present role compared to desired role - condition for commitment - conditions to meet - organizations that sensitize to social problems
		Crime prevention	- nature and importance of crime prevention - roles of the people dealing with the problem - means of prevention
		Pressure groups	- nature of pressure groups - types of pressure groups - nature of the demands - usefulness of pressure groups

TYPE OF RELATIONSHIP	SCHOOL'S AREA OF INVOLVEMENT	THEME	TOPIC OF STUDY
		Life in the work environment	- work environment of his/her immediate circle - components of life in the workplace - conditions for a rewarding life in the work environment - the role of each group - rights and responsibilities of every person - laws concerning the C.S.S.T.Q. - personal expectations concerning life in a work environment - the employer's expectations - the realism of his/her expectations - ways of reconciling his/her expectations and those of the community.
		Community groups and associations	- nature of groups - types of associations - reasons for the existence of associations - how associations operate - student associations

5.2 Learning Objectives

In order to give the reader an overall view of the secondary school objectives, the following chart presents the general objectives and the terminal objectives related to them, for both cycles of this level.

The pages that follow present the terminal objectives in a more explicit fashion, namely with the intermediate objectives that relate to them. This is done for both cycles of secondary school.

DISTRIBUTION OF THE LEARNING OBJECTIVES OF LIFE IN SOCIETY IN SECONDARY SCHOOL

GENERAL OBJECTIVES	TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES*
The students are to:	**The student will be able:**	
	First Cycle	
1. Integrate the social dimension of their personality.	T.1 To situate himself/herself in his/her current social life.	(9)
	T.2 To define his/her main ambitions as a citizen.	(8)
	T.3 To identify the nature and role of values in his/her life plan.	(5)
	T.4 To respect the plurality of values.	(7)
	T.5 To recognize that, as a young person, he/she has rights and responsibilities.	(7)
	T.6 To be aware of the place information occupies in his/her life.	(6)
	T.7 To be aware of the obstacles blocking access to information.	(6)
	Second Cycle	
	T.1 To recognize the importance of values clarification in order to develop personally and socially throughout life.	(14)
	T.2 To analyse the information transmitted through the mass media.	(6)
	T.3 To make an informed decision following a search for information.	(9)

* The number in brackets corresponds to the number of intermediate objectives related to the terminal objective.

GENERAL OBJECTIVES	TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES*
2. Take advantage of the services offered by the community while giving others the opportunity to use them.	First Cycle	
	T.8 To become familiar with the main community services.	(6)
	Second Cycle	
	T.4 To help improve the quality of his/her environment.	(9)
3. Become aware of the organization of life in society.	First Cycle	
	T.9 To define the concept of society.	(6)
	T.10 To be aware that interactions within a group can affect the larger group of which it is a part and vice versa.	(3)
	T.11 To define "primacy" in groups that have an inclusion relationship.	(7)
	T.12 To understand the legislative process.	(4)
	T.13 To understand the scope of the Youth Protection Act.	(10)
	T.14 To understand the scope of the Young Offenders Act.	(13)
	Second Cycle	
	T.5 To understand that groups can have relationships other than that of inclusion.	(4)
	T.6 To recognize that a group can influence another group with which it interacts.	(7)
	T.7 To be aware of the main elements of laws that concern him/her.	(4)
	T.8 To become familiar with the Québec courts and how they operate.	(6)
	T.9 To be aware of the legal aid system and Small Claims Court, and know how they operate.	(10)

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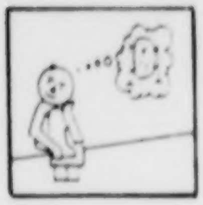
* The number in brackets corresponds to the number of intermediate objectives related to the terminal objective.

GENERAL OBJECTIVES	TERMINAL OBJECTIVES	INTERMEDIATE OBJECTIVES*
	First Cycle	
	T.15 To evaluate his/her present role within his/her family.	(7)
	T.16 To evaluate his/her school life in a critical manner.	(10)
	T.17 To recognize the importance of crime prevention in his/her life and role as a citizen.	(7)
4. Organize their life in society constructively.	Second Cycle	
	T.10 To specify his/her personal goals regarding the family.	(9)
	T.11 To characterize his/her feelings of belonging to various social groups.	(5)
	T.12 To evaluate his/her attitude toward various social problems.	(11)
	T.13 To be aware of the nature and role of pressure groups.	(4)
	T.14 To understand life in the work environment.	(12)
	T.15 To recognize the existence and usefulness of various citizens' associations.	(7)

* The number in brackets corresponds to the number of intermediate objectives related to the terminal objective.

Terminal and Intermediate Objectives First Cycle



THEME: My Social Life

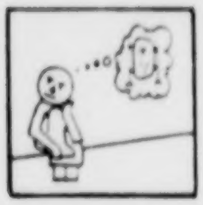
TERMINAL OBJECTIVE 1

TO SITUATE HIMSELF/HERSELF IN HIS/HER CURRENT SOCIAL LIFE.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
1.1 To name the main social groups to which he/she belongs.	- Social groups: . family . comprehensive school . class . peer group . student association . sports team . Boy Scouts - Girl Guides . choir . nature club
1.2 To express the feelings he/she experiences as a member of these groups.	- Feelings: . well-being . uneasiness . boredom . indifference . pleasure . personal satisfaction . loneliness

1.3 To indicate the factors likely to cause these feelings.	- Factors:
	. interest in certain activities
	. personal competence
	. results
	. human relationships
	. participation
	. the obligatory or optional nature of belonging to the group
	. self-acceptance
	. members of the group:
	  . their role
	  . their attitude

1.4 To compare the role he/she plays in groups in which he/she feels comfortable with the role he/she plays in other groups.	- Possible roles in groups in which he/she feels comfortable: . leader . participant . instructor . founder - Possible roles in other groups: . troublemaker . idler . fighter
1.5 To identify the relationships between roles and feelings.	
1.6 To evaluate his/her level of personal satisfaction with his/her social life.	
1.7 To identify the factors which he/she could modify to improve the quality of his/her present social life.	- See Related Content 1.3
1.8 To discuss with his/her peers different courses of action to take regarding these various factors.	- Examples of actions: . factor: self-acceptance . knowing himself/herself better . being aware of what others expect of him/her . expressing his/her personal expectations . factor: competence . asking for help . accepting that he/she makes mistakes . assuming various responsibilities . factor: participation . suggesting new activities . helping others . voicing his/her opinion . suggesting solutions
1.9 To try a course of action to improve the quality of his/her social life.	



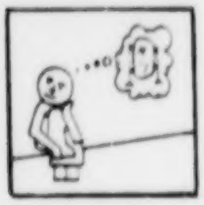
THEME: My Social Aspirations

TERMINAL OBJECTIVE 2

TO DEFINE HIS/HER MAIN AMBITIONS AS A CITIZEN.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
2.1 To review his/her social ambitions when he/she was a child.	- Child model: . ambitions concerning his/her: . occupation . leisure activities . family . social relationships
2.2 To identify the main elements of his/her model of an adult citizen.	- Element of his/her adult model: . ambitions concerning his/her: . occupation . leisure activities . family . social relationships
2.3 To evaluate the similarities and differences between his/her child model and his/her adult model.	
2.4 To find the positive or negative factors likely to play a role in the actualization of his/her adult role model.	- Influencing factors: . family setting . school community . school results . peer influence . personal changes . discovery of new skills and interests . personal potential and limitations . changes in society . possibilities and limitations of society
2.5 To observe the dynamic character of his/her goals as a citizen.	- Elements of dynamism: . individual-environment relationship . personal growth

2.6 To name the personal steps to take that will help him/her to actualize his/her adult model.	
2.7 To identify the human resources that could help him/her to define his/her goals for life in society.	- Human resources: . parents . teachers . guidance counsellor
2.8 To adjust the elements of his/her adult model according to the influencing factors listed in 2.4.	- See Related Content 2.2 - Concept of realism



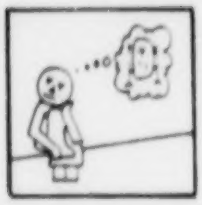
THEME: Nature and Role of Values

TERMINAL OBJECTIVE 3

TO IDENTIFY THE NATURE AND ROLE OF VALUES IN HIS/HER LIFE PLAN.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
3.1 To define the term "value."	- Definition: . "All that is desirable, not just what is desired." - Types of values: . biological (health, strength) . economic (rights) . aesthetic (beauty) . moral (virtue) . religious (holiness) - Groups of value: . truth . good . beauty - Aspects of a value: . dynamic (desire or sensitivity of the subject) . objective or static (social, traditional, or universally human characteristic of a value) - Values imposed and values chosen freely
3.2 To indicate the values he/she is looking for in life.	
3.3 To evaluate the effects of these values on his/her behaviour.	- Effects of values on: . human relationships . career choice

3.4 To identify the values underlying his/her model of an adult citizen.	- See Terminal Objective 2 . examples of values: . health . personal development . justice . faithfulness . social commitment . genuineness
3.5 To compare the values he/she looks for with the values pursued by his/her peers.	- Elements of comparison: . concept of pluralism of values . concept of universality of values . concept of individual differences



THEME: Plurality of Values

TERMINAL OBJECTIVE 4

TO RESPECT THE PLURALITY OF VALUES.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
4.1 To identify the various life styles people select.	- Life styles: . at work . in human relationships . during leisure activities . related to consumption . related to sexuality
4.2 To observe the plurality of values in these various life styles.	- Relationship between values and life style
4.3 To indicate the main factors in plurality of values.	- Main factors influencing pluralism: . culture . beliefs . personal experiences . family environment . needs . personal skills and aptitudes
4.4 To be aware that the plurality of values can cause conflicts among people.	- Interpersonal conflicts: . rejection of the other person . difficulty in communicating . negative judgment of oneself and of the other person
4.5 To indicate personal situations involving conflicts of values with one or many persons.	
4.6 To review the behaviour and attitudes of each person in these situations.	

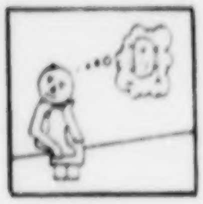
4.7 To recognize the importance for each person of living according to his/her values.	- Concepts of genuineness, harmony, honesty, self-esteem, and individual liberty - Charter of Human Rights and Freedoms . right to freedom of expression . right to equality - Canadian Charter of Human Rights

THEME: Rights and Responsibilities

TERMINAL OBJECTIVE 5

TO RECOGNIZE THAT, AS A YOUNG PERSON, HE/SHE HAS RIGHTS AND RESPONSIBILITIES.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
5.1 To describe in his/her own words what the Charter of Human Rights and Freedoms is.	- Nature of the Charter of Human Rights and Freedoms - Reason why the Charter exists
5.2 To review the rights recognized by the Charter.	- Recognized rights: . traditional basic rights . economic and social rights . right to equality . right to compensation . legal rights
5.3 To state his/her rights and freedoms in his/her school environment.	
5.4 To evaluate the opportunities he/she has of exercising his/her rights and freedoms at school.	
5.5 To evaluate his/her attitude toward the respect for the rights and freedoms of others.	
5.6 To define "reciprocity."	- Concept of reciprocity - Implication of the concept of reciprocity
5.7 To assess his/her share of responsibility in respecting the rights and freedoms of young people.	

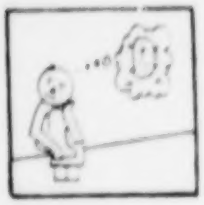


THEME: Information

TERMINAL OBJECTIVE 6

TO BE AWARE OF THE PLACE INFORMATION OCCUPIES IN HIS/HER LIFE.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
6.1 To express in his/her own words what "information" means.	- Definition of information: "the communication or reception of knowledge" (Webster's Dictionary)
6.2 To name different situations where he/she needs information in the course of a day.	
6.3 To identify the needs satisfied by the information received.	- Examples of needs: . to complete a research assignment . to reach a certain place . to purchase certain items . to understand a friend better or to know something . to fix an object
6.4 To compare the needs he/she satisfied with those satisfied by his/her peers.	- Elements of comparison: . similarity and differences in needs . number of needs to satisfy
6.5 To discuss with his/her peers the importance of information in a person's life.	- Importance of information for personal and social development: . satisfying his/her needs . becoming autonomous . communicating . participating in social activities . protecting his/her life
6.6 To express his/her feelings in situations in which he/she receives the information he/she needs and in which he/she does not receive the necessary information.	



THEME: Information

TERMINAL OBJECTIVE 7

TO BE AWARE OF THE OBSTACLES BLOCKING ACCESS TO INFORMATION.

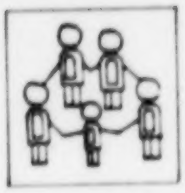
INTERMEDIATE OBJECTIVES	RELATED CONTENT
7.1 To recall situations in which he/she did not receive the information he/she needed.	
7.2 To find out why he/she did not receive the information needed.	- Possible causes: . lack of initiative . ignorance of procedures . refusal by others to give him/her the requested information . persons he/she consulted did not have the information . books consulted were not relevant . newness of the subject
7.3 To describe his/her usual way of getting information.	
7.4 To indicate the main difficulties he/she encounters when looking for information.	- Examples of difficulties: . level of language used by the informant (persons - books - magazines) . excessive number of steps to be taken
7.5 To evaluate his/her level of satisfaction with the information received in various situations.	- Elements of evaluation: . acquiring knowledge . making a well-informed decision . pertinence of the information obtained
7.6 To realize that access to information of quality involves certain requirements.	- Requirements: . on the part of the person seeking information . on the part of the person giving the information

THEME: Community Services

TERMINAL OBJECTIVE 8

TO BECOME FAMILIAR WITH THE MAIN COMMUNITY SERVICES.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
8.1 To name the main community services.	- Community services: . health: . hospitals, C.L.S.C., medical clinics . social services, community agencies . education: . schools, day care facilities . leisure activities: . parks, sport and recreation centres . culture: . libraries, cultural centres, centres for the arts, museums, theatres . legal services: . police, legal aid, youth protection
8.2 To explain the reasons why these services exist.	- Reasons: . concept of social organization . concept of public welfare
8.3 To find out how the community service of his/her choice operates.	- Operation: . structure . administration - kind of personnel . role . services offered . population served . how to use these services
8.4 To report to his/her class on the operation of a particular community service.	
8.5 To discuss with his/her peers the need for these services.	
8.6 To evaluate how these services are used.	- Respect for the community - Rational use of the services



THEME: Society

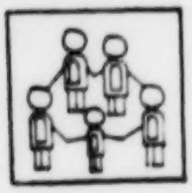
TERMINAL OBJECTIVE 9

TO DEFINE THE CONCEPT OF SOCIETY.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
9.1 To define in his/her own words what a society is.	- Definition: . society: "a community, nation, or broad grouping of people having common conditions, institutions, and collective activities and interests" (Webster's Dictionary)
9.2 To list the reasons why human beings live together.	- Reasons: . common needs . communication . physical environment (territory)
9.3 To be aware that a society is formed of many groups of people.	- Multiplicity of the groups: . differences: needs, environment, sex, language, age . examples of social groups
9.4 To be aware that interactions exist among the various social groups in a society.	- Relationships among these groups: . relationship of inclusion: . e.g. my group of friends is part of my class, my school, my school board . my family is included in the neighbourhood, the city, the region, the province, and the country . other relationships among groups centered on: . purchasing goods and services . conditions of work or production . investment and development of resources

9.5 To realize that all social groups are governed by rules.	- Rules in the: . family . school . workplace . institutions . peer groups
9.6 To give the reasons why rules are established in all social groups.	

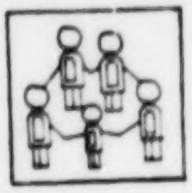
THEME: Plurality of Interactions



TERMINAL OBJECTIVE 10

TO BE AWARE THAT INTERACTIONS WITHIN A GROUP CAN AFFECT THE LARGER GROUP OF WHICH IT IS A PART AND VICE VERSA.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
10.1 To identify certain interactions within a work group that have repercussions outside the group.	- Interactions: . quarrels . exchange of services . types of verbal interactions (aggressive, pleasant, etc.) . moves
10.2 To identify certain interactions outside the work group that have repercussions that are felt within the group.	
10.3 To be aware that interactions within a group can affect the larger group of which it is a part, and vice versa.	- Effects: . conflicts . leading or being led astray . discussions, reflection . obstacles to certain activities

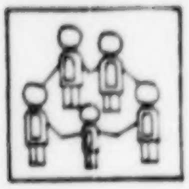


THEME: Rules

TERMINAL OBJECTIVE 11

TO DEFINE "PRIMACY" IN GROUPS THAT HAVE AN INCLUSION RELATIONSHIP.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
11.1 To find groups that have an inclusion relationship in his/her social environment.	- Examples of groups having an inclusion relationship: . the work group in relation to the class . the class in relation to the school . the school in relation to the municipality . the municipality in relation to the Province of Québec
11.2 To identify a situation where a rule within a group conflicts with a rule of the larger group.	
11.3 To describe the consequences of this conflict between groups.	
11.4 To observe that when a rule within a group conflicts with a rule of a larger group to which it belongs, the latter usually takes precedence.	
11.5 To discuss whether it is legitimate for a group which includes another group to have primacy over the first group.	
11.6 To mention the essential condition in respecting the primacy of a group over another group that is included in it.	- Essential condition: . respect for the basic rights of the included groups.
11.7 To take this primacy into consideration when establishing internal rules for groups to which he/she belongs.	



THEME: The Legislative Process

TERMINAL OBJECTIVE 12

TO UNDERSTAND THE LEGISLATIVE PROCESS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
12.1 To define the concept of "law."	- Definition of law: "rule or collection of mandatory rules established by the sovereign authority of a society and sanctioned by public authority." - Reasons why laws exist
12.2 To indicate the steps leading to passage of a law.	- Steps: . green paper — draft bill — cabinet — legislative committee — national assembly — first reading — study by parliamentary commission — second reading — study section by section — third reading — passage — coming into effect — publication
12.3 To define the concept of "regulation."	- Definition of regulation: specification of a particular point of a law or strengthening of certain sections of a law
12.4 To indicate the steps leading to passing a regulation.	- Steps: . government approval of regulations . coming into effect as stipulated.

THEME: Young People and the Law

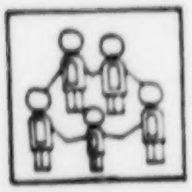
TERMINAL OBJECTIVE 13

TO UNDERSTAND THE SCOPE OF THE YOUTH PROTECTION ACT.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
13.1 To indicate the purpose of the Youth Protection Act.	- Purposes: . protection of young people at risk . recognition of and respect for their rights
13.2 To identify the people to whom this law applies.	- All young people under 18 years of age: . whose security and development are endangered . whose behaviour is in contravention of a law or regulation in Québec (See Young Offenders Act).
13.3 To indicate the circumstances in which his/her security and development could be jeopardized.	- Circumstances according to the law: . total abandonment by the family . family environment harmful to his/her physical, moral, or emotional development . deprivation of material conditions appropriate to his/her needs and to the resources of the family . risk of moral or physical danger created by the life styles of persons in whose charge he/she is . victim of physical and/or sexual abuse . serious behavioural disturbances . frequent and unjustified absences from school . being forced to beg, to work beyond his/her strength, or to perform in public in an unacceptable manner

13.4 To indicate what he/she can do to help a young person at risk.	- Course of action: . report the situation . call the Director of Youth Protection (D.Y.P.) or . encourage the young person to call the D.Y.P. . encourage the young person to consult an adult who will direct him/her to the D.Y.P.
13.5 To indicate the situations in which he/she must report a young person whose security and development are endangered.	- Situations: . when a young person is sexually abused . when a young person is physically abused
13.6 To indicate the course of action of the D.Y.P. when a case has been reported.	- Course of action: . analysis of the situation . solution to the problem . emergency measures . voluntary measures . judicial investigation by the youth court
13.7 To review the rights of young people at risk.	- Rights: . to receive adequate services . to remain in his/her regular environment or in an environment similar to that of a normal family . to have his/her say in the measures concerning him/her - In a shelter or foster family setting: . Rights: . to communicate in full confidentiality with the legal system and if the court permits, with any other persons - In a shelter: . Rights: . to receive a copy of the house rules and to accept only measures which conform to these rules

	. to be sheltered in a place other than a detention centre or a police station . to confidentiality, anonymity, and to the eventual destruction of his/her files
13.8 To give a brief description of the role of the Youth Protection Committee.	- Role: . analysis of the situation . solution to the problem . emergency measures . voluntary measures . power to refer the problem to a youth court
13.9 To know where the D.Y.P.'s office is located.	- Location: . address . telephone number
13.10 To briefly describe the role of the police in applying the Youth Protection Act.	



THEME: Young People and the Law

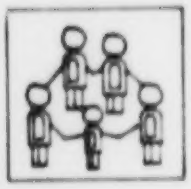
TERMINAL OBJECTIVE 14

TO UNDERSTAND THE SCOPE OF THE YOUNG OFFENDERS ACT.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
14.1 To be aware of the aims of the Young Offenders Act.	- Aims: . protecting society and individuals from criminal acts by young people under 18 years of age . protecting young people under 18 years of age from adults inciting them to delinquency
14.2 To identify the persons to whom this law applies.	- All young people 12 to 18 years of age who have committed an offence against any law or regulation in force in Québec - All adults inciting a young person to delinquency
14.3 To indicate in what circumstances a young person becomes a delinquent.	- Circumstances according to the law: . only the youth court can, on recognition or declaration of guilt, recognize a person of 14 to 18 years of age as a juvenile delinquent . the recognition and/or the declaration of guilt concerns offences against a law or regulation in force in Québec (e.g. Criminal Code)
14.4 To mention some offences which contravene a law or a regulation in force in Québec.	- Offences: . shoplifting . borrowing without permission . breaking and entering . aggravated theft . fraud . possession of stolen goods . drug trafficking . drunk driving . arson . being an accomplice to a crime

14.5 To indicate the procedure for bringing a young person before the youth court.	- Procedure: 1. police intervention 2. the police reports the case to the D.Y.P. 3. agreement between the D.Y.P. and a designated person to decide whether the case will be referred to the youth court 4. if the case is referred the youth court, the prosecutor directs the complaint to the judge
14.6 To name the person who takes charge of the young delinquent following an order from the youth court.	- The responsible person: . D.Y.P. who, following the court's decision, becomes reponsible for the young offender
14.7 To indicate the measures taken by the youth court concerning the young delinquent.	- Examples: . probation in the family environment . probation and compensation measures . a stay in a rehabilitation center
14.8 To mention the reasons that drive a person to commit a crime.	- Examples: . poverty . bravado, on a dare . gangs . behavioural problems (e.g. pyromania)
14.9 To indicate the consequences of crime for victims and society in general.	- Examples: . material losses . emotional shock . physical handicap . effect on economic system . effect on everyday life

14.10 To define the term "to refer to the court."	- Definition: a young person who is "referred to the court" is a young person the youth court recognizes as non-rehabilitative because of serious crimes he/she has committed and whom the people working on the case find impossible to re-educate. The young person is brought before an adult court for the most recent crimes he/she has committed.
14.11 To indicate the rights of the young offender.	- The same rights recognized under the Youth Protection Act
14.12 To review the role of the Youth Protection Committee.	- See Intermediate Objective 13.8 (first cycle)
14.13 To know where the D.Y.P.'s office is located.	- See Intermediate Objective 13.9 (first cycle)

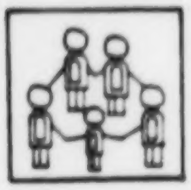


THEME: The Family

TERMINAL OBJECTIVE 15

TO EVALUATE HIS/HER PRESENT ROLE WITHIN HIS/HER FAMILY.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
15.1 To describe his/her current role in his/her family.	- Role concerning: . responsibilities . activities . relationships with other family members
15.2 To compare his/her current role with his/her role when he/she was a child.	- Elements of comparison: . level of autonomy . type of activities . relationships with other family members - Concept of particular needs in adolescence
15.3 To express his/her feelings concerning his/her current place in the family.	- Feelings toward: . the confidence and trust others have in him/her . the respect of others for his/her private life . his/her degree of autonomy . his/her relationships with other family members
15.4 To describe his/her reactions to these feelings.	
15.5 To indicate certain aspects of his/her current role that he/she would like to improve.	
15.6 To indicate means of increasing his/her well-being within his/her family.	- Example: . discussions with those concerned . changing his/her behaviour or adopting new behaviour.
15.7 To inform his/her family of his/her conclusions.	



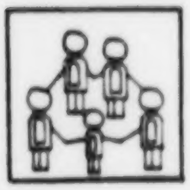
THEME: School

TERMINAL OBJECTIVE 16

TO EVALUATE HIS/HER SCHOOL LIFE IN A CRITICAL MANNER.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
16.1 To describe a typical school day.	- Description: . school activities . extra-curricular activities . human relationships . associations and committees to which he/she belongs
16.2 To analyse his/her level of satisfaction with the various aspects of his/her experience in school.	- Satisfaction concerning: . courses . relationships with peers . relationships with teachers and administrators . school performance . discipline in school (standards and regulations) . his/her participation in running the school
16.3 To evaluate his/her level of overall satisfaction with his/her experience in school.	
16.4 To indicate his/her expectations concerning his/her experience in school.	
16.5 To indicate the course of action he/she takes to meet these expectations.	
16.6 To evaluate the effectiveness of the actions he/she takes.	
16.7 To compare his/her actions with those of his/her peers.	
16.8 To find, with his/her peers, actions likely to improve life in school.	

16.9 To inform the persons or groups concerned about his/her demands.	- Persons or groups: . student associations . teachers . administrators . parents
16.10 To evaluate how realistic his/her expectations are concerning the status and the role of the school.	



THEME: Crime Prevention

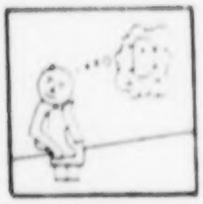
TERMINAL OBJECTIVE 17

TO RECOGNIZE THE IMPORTANCE OF CRIME PREVENTION IN HIS/HER LIFE AND ROLE AS A CITIZEN.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
17.1 To name the types of crimes which could happen in his/her community.	- Types of crimes: . shoplifting . borrowing without permission . breaking and entering . aggravated theft . fraud . possession of stolen goods . being an accomplice to a crime
17.2 To indicate reasons for committing a crime.	- Reasons: . poverty . bravado . peer pressure
17.3 To indicate the consequences of crime against property.	- Personal consequences - Social consequences - Consequences for the victims: . material losses . emotional shock
17.4 To define crime prevention.	- Nature: . types of prevention: . primary: definition . secondary: definition . tertiary: definition
17.5 To explain the importance of crime prevention.	- Importance: . maintenance of the quality of life . cost of crime . freedom and responsibility . respect for others . education in civics . social control

17.6 To name the groups taking action in his/her community, and their respective roles.	- People taking action: . young people . parents: primary educators . schools: secondary educators . the police: responsible for law and order and for crime prevention . groups of citizens who work in cooperation with the police and the law . service clubs who participate in organizing safety campaigns . block parents
17.7 To state the courses of action to take in order to prevent crimes in his/her community.	- Course of action: . at school . at home . at the corner store, etc.

Terminal and Intermediate Objectives
Second Cycle



THEME: My Values

TERMINAL OBJECTIVE 1

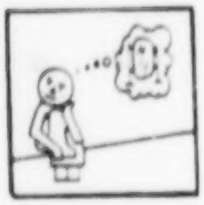
TO RECOGNIZE THE IMPORTANCE OF VALUES CLARIFICATION IN ORDER TO DEVELOP PERSONALLY AND SOCIALLY THROUGHOUT LIFE.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
1.1 To list the values related to the different dimensions of the Personal and Social Education Program that are important to him/her.	- Dimensions of the program: . health . sexuality . consumption . interpersonal relationships . life in society

1.2 To indicate the ways in which these values manifest themselves in his/her life.	- Evidence of values in:
	. his/her behaviour
	. his/her attitudes
	. example: cleanliness
	  . washing himself/herself every day
	  . keeping his/her clothes clean
	  . putting things away after using them

1.3 To tell about a decision-making situation in which he/she had to choose from several possibilities.	
1.4 To indicate the values which were involved in this situation.	
1.5 To express his/her feelings when faced with the decision.	- Examples of feelings: . helplessness when faced with the decision . internal conflict . fear of making the wrong decision
1.6 To describe the decision he/she made.	
1.7 To describe his/her decision-making process.	
1.8 To indicate the main values underlying this decision.	

1.9 To evaluate his/her personal satisfaction after deciding.	- Satisfaction compared to dissatisfaction
1.10 To understand the relationship between values and decision-making in various situations in life.	- Impact of values on life styles
1.11 To be aware of the importance of clarifying his/her values in his/her personal development.	- Clarifying elements: . thinking about his/her values . hierarchy of values . discussing values with other people
1.12 To discuss with his/her peers, family, and teachers the values which he/she believes in.	
1.13 To be aware of the dynamic nature of values.	- Dynamic factors: . evolution of society . personal development . personal experiences . human and physical environment
1.14 To be aware of the importance of clarifying his/her values throughout his/her life.	



THEME: Information

TERMINAL OBJECTIVE 2

TO ANALYSE THE INFORMATION TRANSMITTED THROUGH THE MASS MEDIA.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
2.1 To list the means of mass communication.	- Means of mass communication: . newspapers (daily, weekly) . magazines . comic strips . posters . photographs . movies; 35 mm, 16 mm, and super 8 films . cassette tapes . recordings (phonograph and tape recorder) . AM/FM radio . television: antenna cable T.V. VCR (video-cassette recorder) . telephone . teleprinter . fax (facsimile transmission) . computer
2.2 To list the types of information transmitted by each means of mass communication.	- Type of information: . news . public information . advertising . expert advice . commentaries . readers' opinions . editorials
2.3 To indicate the main criteria of quality for information.	- Main criteria of quality: . objectivity of the message . precision and clarity of the message . interest generated by the message . accessibility of the means of information . speed of information transmission

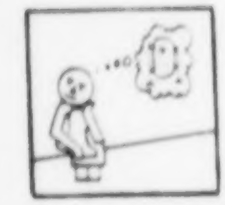
. level of language
. ease with which the means of information is utilized
. action or decision resulting from the information

2.4 To analyse a means of mass communication according to the nature and quality of the information transmitted.

2.5 To evaluate the quality of the mass communication means analysed.

- Focus of evaluation:
  . criteria of quality
  . advantages and disadvantages

2.6 To classify the various mass communication means analysed by the class according to the quality of the information transmitted.



THEME: Information

TERMINAL OBJECTIVE 3

TO MAKE AN INFORMED DECISION FOLLOWING A SEARCH FOR INFORMATION.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
3.1 To describe a situation in which he/she needs information in order to make a decision.	

3.2 To identify the sources of information which will enable him/her to obtain quality information.	- Sources of information:
	. documentation center
	. library
	. book store
	. official information from:
	  . governments
	  . public and private organizations
	  . caisses populaires
	  . large private companies
	  . universities
	. directories, financial reports, studies
	. mass communication means
	. data banks

3.3 To choose among these sources the ones that are most likely to provide the information he/she wants.	
3.4 To use different techniques for collecting information.	- Files - Notes
3.5 To collect the information he/she needs to make a decision.	
3.6 To select from the information collected the pertinent elements which will enable him/her to make a sound decision.	
3.7 To present to his/her peers the inquiries made during his/her search for information.	

3.8 To discuss with his/her peers the quality of his/her decision.	
3.9 To evaluate the quality of his/her search for information.	- Evaluation: . were pertinent sources of information utilized? . were appropriate techniques used in the collection of information? . was the quantity of information collected sufficient to make a decision?

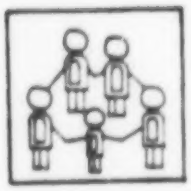
THEME: Vandalism

TERMINAL OBJECTIVE 4

TO HELP IMPROVE THE QUALITY OF HIS/HER ENVIRONMENT.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
4.1 To recall, if applicable, circumstances in which he/she intended to damage someone's property or destroy public property.	
4.2 To express his/her motives in doing or intending to do this.	- Possible motives: . defiance . peer influence . pleasure . vengeance . anger
4.3 To express, if applicable, the feelings he/she experienced after performing this action.	
4.4 To express, if applicable, the motives that led him/her not to do this action.	- Possible answers: . fear of being identified . fear of personal consequences . refusal to cause harm to others . feeling that the action would not solve the problem
4.5 To mention acts of vandalism committed in his/her social environment.	- Acts of vandalism: . in school . in his/her community . at the movie theatre . at the shopping center . at the community center
4.6 To discuss with his/her peers the reasons why young people vandalize.	- Answers: . suspension from school . dissatisfaction . defiance . ignorance . taste for violence

4.7 To give his/her opinion on vandalism.	- Personal opinion on: . moral values . personal and social consequences . causes . possible solutions
4.8 To evaluate the impact of these acts on himself/herself and on the quality of his/her environment.	- Interaction between individuals and society (concept of public good)
4.9 To indicate courses of action likely to promote the quality of his/her environment.	- Ways: . formulation of demands . forming of student groups . personal commitment

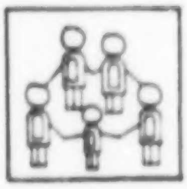


THEME: Society

TERMINAL OBJECTIVE 5

TO UNDERSTAND THAT GROUPS CAN HAVE RELATIONSHIPS OTHER THAN THAT OF INCLUSION.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
5.1 To review the concept of an inclusion relationship.	- See Terminal Objective 9, first cycle
5.2 To identify groups that have relationships other than inclusion.	- Other relationships: . union - employers . municipality - municipality . firm - firm . firm - citizens' committee . school administration - parents' committee . nation - nation . ethnic majorities and minorities . racial majorities and minorities
5.3 To describe the relationships of these groups.	- Relationships centered on: . purchase and sale of goods and services . sharing of goods and services . working conditions and production rates . decision-making affecting both groups . investment and resource development
5.4 To indicate a larger group which includes those previously named.	- union - employers: Québec society - municipality - municipality: urban community or Québec society - firm - firm: consortium or Québec society - business - citizens' committee: municipality or Québec society - nation - nation: human society at the world level, that is to say, mankind.



THEME: Multiplicity of Interactions

TERMINAL OBJECTIVE 6

TO RECOGNIZE THAT A GROUP CAN INFLUENCE ANOTHER GROUP WITH WHICH IT INTERACTS.

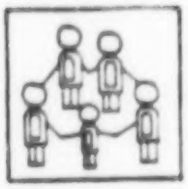
INTERMEDIATE OBJECTIVES	RELATED CONTENT
6.1 To indicate cases where decisions of a group were influenced by a relationship (other than one of inclusion) with another group, and to state how this relationship influenced the decisions made.	- Influences on decisions: . municipal regulations concerning watering influenced by the sharing of the same water filtration plant by several municipalities . boycott of the Moscow Games by Canada, which was influenced by the U.S.A. . employees' strike influenced by the employer's decision to automate production
6.2 To indicate cases where working and living conditions of the members of a group were influenced by a relationship (other than one of inclusion) with another group and to state how this relationship influenced these conditions.	- Influences on the working conditions and life situations: . refineries in the U.S.A. - acid rain in Canada . demolition of apartment buildings by owners - relocation of tenants . changes in a management system by the employer - transfers of employees
6.3 To identify the factors determining the influence of one group on another with which it is in a relationship (other than one of inclusion).	- Factors determining the influence of one group over another: . relative size of the group . internal effectiveness of each group . organization . participation . solidarity . leadership . control of common resources by each group . raw materials . means of transportation and communication . power given to each group by the larger group in which they are included

6.4 To recognize that each member of a group can, by his/her behaviour, contribute to or impede its effectiveness.

6.5 To accept personal responsibility for the effectiveness of the groups to which he/she belongs.

6.6 To recognize that, in the case of a large group, formalizing interactions within the group is essential to its effectiveness.

6.7 To criticize his/her behaviour within the groups to which he/she belongs in terms of its effectiveness.

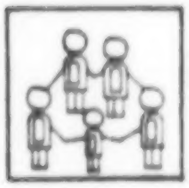


THEME: Young People and the Law

TERMINAL OBJECTIVE 7

TO BE AWARE OF THE MAIN ELEMENTS OF LAWS THAT CONCERN HIM/HER.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
7.1 To indicate the main elements of the law which concern him/her.	- Laws which concern him/her: . Act respecting industrial accidents and occupational diseases (applicable to student trainees in the workplace) . Act respecting occupational health and safety . Labour Code . Consumer Protection Act . Highway Safety Code . Criminal Code . Narcotic Control Act . Divorce Act . Young Offenders Act
7.2 To state what does not seem clear to him/her about the Youth Protection Act.	- See Terminal Objective 13, secondary, first cycle
7.3 To discuss with his/her peers, parents, and teachers the reasons why these laws exist.	
7.4 To locate in his/her city or region the various agencies to which he/she can have recourse.	- Resources: . local office of the Commission de la santé et de la sécurité au travail . D.Y.P. and local youth protection services . local branch of the Office de la protection du consommateur . police stations . information sources at school



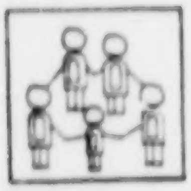
THEME: The Legal System

TERMINAL OBJECTIVE 8

TO BECOME FAMILIAR WITH THE QUÉBEC COURTS AND HOW THEY OPERATE.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
8.1 To give a brief description of the two main types of courts and their respective role.	- Types: . civil jurisdiction . criminal jurisdiction - Roles: . civil jurisdiction: governs relations between individuals or corporations . criminal jurisdiction: governs relations between the state and the individual
8.2 To name the various courts and their role.	- Courts: . Youth Court . Provincial Court . Superior Court . Court of Appeals . Supreme Court . Sessions of the Peace - Roles: . see Manual of Legal Education
8.3 To define the role of the Municipal Court.	- Role: . hears the legal proceedings in cases of offences against municipal regulations . certain municipal courts can hear legal proceedings pertaining to criminal matters
8.4 To enumerate some regulation in his/her municipality.	- Examples of infractions concerning: . motor vehicles . the use of public services or property

8.5 To review his/her rights and responsibilities relative to certain elements of the Civil Code.	- Elements of the Civil Code concerning: . marriage, different marriage settlements, separation, divorce . minority, majority . property and easements . inheritance . estates . sales and rentals . contracts (obligations) . voluntary composition without bankruptcy . bankruptcy
8.6 To name organizations whose functions are closely related to legal functions.	- Examples: . Rental Board . Rêgie des transports



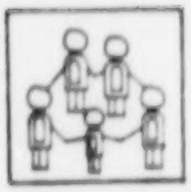
THEME: The Legal System

TERMINAL OBJECTIVE 9

TO BE AWARE OF THE LEGAL AID SYSTEM AND SMALL CLAIMS COURT, AND KNOW HOW THEY OPERATE.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
9.1 To be aware of the aim of legal assistance.	- Aim: . to provide the services of notaries or lawyers to the poor.
9.2 To be aware of the criteria of eligibility for legal assistance.	- Eligibility: . according to weekly gross earnings . Legal Assistance Act, S.Q., c. 14 (1972)
9.3 To be aware of the components of the legal assistance network, and their respective roles.	- Components of the network and their respective roles: (A) Legal Service Commission role: - set up offices for legal assistance through the Province of Québec - set up information programs to help people become aware of their rights and obligations (B) Regional Corporations role: - set up offices for legal assistance - give people the assistance they need, and inform them of their rights and obligations (C) Legal Assistance Offices role: - help poor people solve their legal problems

9.4 To know where the legal assistance offices are located in his/her city or region.	
9.5 To define the expression "small claim."	- Claim: "The right to demand something from another person" - Small claim: claim not exceeding $1,000.00
9.6 To define the terms "creditor" and "debtor."	- Creditor: person to whom money is owed - Debtor: person who owes money
9.7 To indicate situations in which he/she can appeal to the Small Claims Court.	- Situations: . debt . damage
9.8 To indicate the course of action to take to file a claim in Small Claims Court.	- Course of action: . formal demand . visit to the clerk of the court . expenses
9.9 To indicate the course of action to take if he/she is sued in Small Claims Court.	- Possible solutions: . out-of-court settlement . legal action - Deadlines
9.10 To indicate the types of judgment likely to be rendered.	- Judgment: . from the Bench . without appeal . by default . dismissal of case

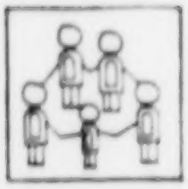


THEME: The Family

TERMINAL OBJECTIVE 10

TO SPECIFY HIS/HER PERSONAL GOALS REGARDING THE FAMILY.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
10.1 To define, in his/her own words, the concept of "family."	
10.2 To review the history of the family.	- History: . origin . role . composition
10.3 To identify the main types of families found in Québec.	- Types of family: . nuclear . single parent . cooperative . commune
10.4 To indicate the reasons leading people to start a family.	- Reasons: . social dimension of human beings . necessity to communicate . need to reproduce
10.5 To indicate the legal aspects related to the family.	- Civil Code
10.6 To indicate the main characteristics of his/her model of family life.	- Characteristics according to: . type of family . role of its members . goals pursued
10.7 To give the reasons for his/her choice.	
10.8 To compare his/her choice with that of his/her friends.	
10.9 To evaluate the realism of his/her choice.	

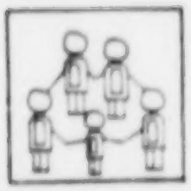


THEME: Social Groups

TERMINAL OBJECTIVE 11

TO CHARACTERIZE HIS/HER FEELINGS OF BELONGING TO VARIOUS SOCIAL GROUPS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
11.1 To indicate the social groups to which he/she feels he/she belongs.	
11.2 To indicate factors that promote feelings of belonging.	- Factors: . affinities with the group members: . common needs . common interests . common language . acceptance by others . importance of his/her role in the group . acceptance of others
11.3 To compare his/her role in the groups to which he/she belongs with his/her role in groups to which he/she does not belong.	- Influence of the feeling of belonging on his/her role in the group
11.4 To discuss the effect of the feeling of belonging on his/her commitment to a group.	- Concept of solidarity - Concept of cooperation - Concept of effectiveness
11.5 To discuss with his/her peers the feeling of belonging experienced within the class and within the school.	



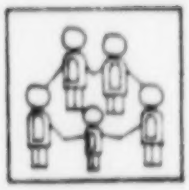
THEME: Social Problems

TERMINAL OBJECTIVE 12

TO EVALUATE HIS/HER ATTITUDE TOWARD VARIOUS SOCIAL PROBLEMS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
12.1 To express in his/her own words what a social problem is.	
12.2 To analyse a social problem which exists in Québec society or elsewhere.	- Elements of analysis: . nature of the problem . persons or groups concerned . origin of the problem . impact of the problem on the group or groups, and on society in general
12.3 To indicate the main causes generally linked to social problems.	- Main causes: . economic inequality . cultural differences . conflicts of interest
12.4 To express his/her feelings toward social problems.	- Feelings: . indifference . solidarity . compassion . sorrow
12.5 To compare his/her feelings with those expressed by his/her peers.	
12.6 To ascertain with his/her peers the reasons for these feelings.	- Reasons: . degree of belonging to the group affected by the problem . level of social commitment . personal values
12.7 To discuss with his/her peers the responsibility of each individual concerning social problems.	
12.8 To evaluate his/her current role in comparison with the desired one.	

12.9 To identify the conditions necessary to make a commitment regarding social problems.	- Necessary conditions: . knowledge of his/her rights and responsibilities . knowledge of the laws and regulations of the society . awareness of the services offered to the community . feeling of belonging to the community . assimilation of values: justice, equality, freedom
12.10 To choose among these conditions the ones he/she feels he/she has not yet satisfied.	
12.11 To name organizations committed to solving social problems.	- Main organizations: . C.U.S.O. . Canada World Youth . Red Cross . UNESCO . volunteer organizations in the community

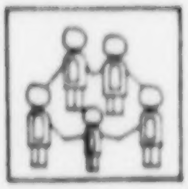


THEME: Pressure Groups

TERMINAL OBJECTIVE 13

TO BE AWARE OF THE NATURE AND ROLE OF PRESSURE GROUPS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
13.1 To express, in his/her own words, what is meant by a pressure group.	- Nature: . composition of the group . role
13.2 To name the different pressure groups in his/her social environment.	- Pressure groups: . in school . in his/her neighbourhood . in his/her city . in his/her province
13.3 To be aware of the demands presented by these pressure groups.	- Demands regarding: . living conditions: . consumer issues . rent . food . transportation . pollution . working conditions: . schedules . salaries and wages . job equality . health and safety
13.4 To discuss the usefulness of pressure groups in improving the quality of community life.	- Usefulness: . evolution of society . democracy . social commitment



THEME: Life in the Work Environment

TERMINAL OBJECTIVE 14

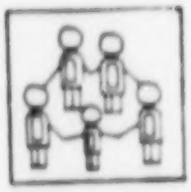
TO UNDERSTAND LIFE IN THE WORK ENVIRONMENT.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
14.1 To indicate the work environment of people close to him/her.	- Work environment of his/her: . parents, brothers, sisters . friends . uncles, aunts . neighbours . teachers

14.2 To indicate the major components of life in one or more of these work environments.	- Components:
	. task
	. relationships
	  . among employees
	  . with employer
	. salaries
	. power
	. expectations
	  . of employees
	  . of employer
	. union

14.3 To investigate among those close to him/her the main conditions for a rewarding life in a work environment.	- Main conditions: . feeling of contributing something to his/her work environment . self-actualization . satisfying work relationships . job equality . adequate salary . interest in work to be done
14.4 To indicate the role of each group or subgroup in a work environment.	- Role of: . employer . employee . union
14.5 To review the rights and responsibilities of each person.	- Labour Code - Act respecting occupational health and safety, c. 63 (See Terminal Objective 7, secondary school, second cycle)

14.6 To name the major laws applied by Québec's Commission on Occupational Health and Safety.	- Main laws: . Act respecting industrial accidents and occupational diseases . Act respecting indemnities for victims of asbestosis and silicosis in mines and quarries . Crime Victims Compensation Act . Act to promote good citizenship
14.7 To express his/her expectations concerning his/her life in the work environment.	- Expectations concerning: . working conditions . working relationships . type of work
14.8 To compare his/her expectations with those of his/her peers.	
14.9 To indicate the possible expectations of his/her future employer.	
14.10 To evaluate the realism of his/her expectations as they relate to those of a given work environment and those of the society in which he/she lives.	
14.11 To continue the process of reflection about his/her future plans and clarification of them with his/her parents or other adults.	
14.12 To find different ways of reconciling his/her expectations with those of the community.	



THEME: Community Groups and Associations

TERMINAL OBJECTIVE 15

TO RECOGNIZE THE EXISTENCE AND USEFULNESS OF VARIOUS CITIZENS' ASSOCIATIONS.

INTERMEDIATE OBJECTIVES	RELATED CONTENT
15.1 To name various citizens' groups.	- Citizens' groups: . associations of tenants, property owners, workers, citizens of the same ethnic origin . housing, food, and investment cooperatives . cycling and nature clubs
15.2 To give the reasons for the existence of these groups.	
15.3 To become familiar with the general operation of an association of his/her choice.	
15.4 To discuss with his/her peers, parents, and teachers the usefulness of these associations.	
15.5 To expand his/her knowledge of the student association in his/her school.	- Knowledge of: . operation . role
15.6 To review various actions taken by his/her student association.	
15.7 To evaluate his/her degree of participation in his/her student association.	

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PART FOUR

EVALUATION

4.1 General Considerations

Through evaluation, it is possible to check whether students have attained the objectives of the program. This activity is an integral part of the teaching/learning process. The more systematic the evaluation, the more reliable the information obtained. Decisions pertaining to learning made in light of this information are more likely to be relevant and effective.

This program recommends two types of evaluation: formative and summative.

Formative evaluation is oriented toward providing immediate instructional assistance to the students. It is intended to supply information to the students and teachers about the students' degree of attainment of each objective of the program, as well as indicate their learning progress. It allows the identification of the students' difficulties so that ways of improvement can be suggested or the students can be led to discover such ways on their own.

Formative evaluation may be done at the beginning, in the middle, or upon the completion of one or several learning activities, the important fact being that learning is improved while the activity is being carried out. The decisions that ensue are strictly instructional. The teachers may, for example, modify their plans, their strategies, their attitudes, and the context, as well as suggest new learning activities to the students, who can then modify their learning strategies.

Summative evaluation is done at the end of a series of learning activities such as a program, course, or major segment of a course. It informs the student and the teacher about the attainment of a set of objectives. For example, the tests administered at the end of a section are used for summative evaluation. The decisions that ensue may be of either an instructional or an administrative nature. The results of summative evaluations are the ones usually transmitted to parents.

Basic to these two types of evaluation is the collection of data, that is to say, measurement. Measurement instruments, such as comprehensive examinations, tests, or observation grids, when well prepared, ensure a solid basis for the evaluation process. Measurement data or results can be interpreted in two ways.

In one case, results are compared to obtain information concerning a student's performance in relation to that of the other students in his/her class or school. In this way, ranking, position, or groups of students with the same levels of achievement can be identified. This is called norm-referenced interpretation. It is used specifically in summative evaluation.

In the other case, where the interest is centred more on the student's individual progress in acquiring knowledge or in developing skills, it is more important to compare the student's actual achievement with what was anticipated at the beginning of the learning period. A pre-established minimum level of achievement will make it possible to conclude that the student has attained or has not attained the objectives. This is known as criterion-referenced interpretation. It is used in formative evaluation and summative evaluation.

Teachers can use formative evaluation in their daily tasks to guide them in their work. This evaluation will serve the students better if it is done as individually as possible. Nevertheless, teachers cannot escape the responsibility of evaluating and reporting the students' progress. This is where summative evaluation comes into play, for example, at the end of a term or at the end of the year.

To inform parents, different types of evaluation forms can be used (report cards, progress charts, communications to parents, and so on). These forms contain data from the formative evaluation and the summative evaluation.

4.2 Evaluation in the Personal and Social Education Program

Keeping in mind these general aspects, it is appropriate to deal specifically with evaluation within the framework of the Personal and Social Education Program.

4.2.1 Focus of Evaluation

This program is aimed at the student's education on the personal and social level. This means that it extends far beyond simple information on the various subjects it covers.

Since this program is concerned with education, it is obvious that when the teacher evaluates the diversity of subjects contained in the program, he/she will have to take the student's level of knowledge into consideration. How can the level of the student's education in health, sexuality, interpersonal relationships, life in society, and consumer affairs be evaluated? Only by specifying the components of such an education is it possible to submit it to a genuine evaluation.

Education is, first all, the transmission of information. In order to develop on the personal and social level, the student must be able to acquire a structured knowledge of the elements contained in the five sectors studied in this program. Acquisition of this knowledge constitutes the prerequisite to the education process.

Once acquired, the information must be assimilated by the students and integrated into their life. This means that they must build on who they are and on what they want to become. Collecting information would be of no use if it did not contribute to the students' development. The integration of information into the students' experiences is a true source of education, since it will have both short-term and long-term impact on their attitudes.

Take, for example, the case of a student in the Health Education section. When being tested, if the student shows an excellent knowledge of nutrition but does not integrate this information into his/her own eating habits, it is obvious that he/she did not attain the program's objective. Evaluating the student's level of education requires that both the knowledge acquired and the student's resulting attitudes and behaviour be taken into consideration.

It is relatively easy to evaluate a student's level of acquisition of knowledge. Evaluating attitudes is more complex. One must first be aware of the nature of the attitudes that are to be evaluated. The Personal and Social Education Program should encourage the students to adopt the following attitudes:

. openness to others
. respect for others
. autonomy
. genuineness
. curiosity
. creativity
. openness to change
. self-acceptance
. critical spirit
. responsibility
. caution
. enthusiasm
. commitment

These attitudes can all be perceived, but to different degrees depending on the students' level of development and the topic of study. Teachers concerned with the students' education will be attentive to these elements when they evaluate the students' knowledge. Evaluation, thus considered, will enable teachers to know the students better and to guide them in the different stages of their development.

With respect to the means used to evaluate the student's education, it is believed that evaluation is possible only through continuous observation and mutual exchange between the teacher and the student, or through co-evaluation by the two. Evaluation should also be made in close cooperation with the family, because of its primary role in young people's education. This cooperation should, on the one hand, ensure family-school complementarity, and on the other hand, obtain an evaluation representing the student's total progress.

The curriculum guide that accompanies this program offers different types of student evaluation for each of the five sections of the program.

4.2.2 Remarks

Evaluating Personal and Social Education involves checking the students' level of understanding and assimilation of the different dimensions of their life. In this sense, when evaluating the students' education, subjective criteria such as positions or ideas adopted by the family or the community, which consequently influence the student, must never be used. It is not the family which is being evaluated via the student, it is the student's personal and social development. The program rejects any form of indoctrination in this respect. The universality of the values put forward by the program (responsibility, love, respect for others, autonomy, tolerance, and so on) immediately rules out all promotion of one idea to the detriment of another.

4.3 Information in the School Report

The school report is used by the teacher to inform parents about the progress of their children in school. Parents can thus follow their learning progress and help them overcome difficulties.

Personal and Social Education, like all other subjects, appears on the student's school report and is evaluated globally. The evaluation should include both the acquisition and the subsequent integration of knowledge; thus the school report really has a raison d'être. The reader will find in the curriculum guide suggestions for marking that may be used for the student's school report.

It should be remembered that a credit can be given for each year of secondary school. Consequently, the student who has satisfied the requirements of the program for each year of secondary school can obtain five credits.

These credits are mainly linked with the acquisition of knowledge and, if possible, with a co-evaluation of the general development of the student by the parents, teacher, and student.

These credits are not linked with a summative evaluation of attitudes that the program proposes to develop. It would have been very interesting to head in this direction, but the difficulty in using the instruments available makes it unadvisable to attempt it.

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